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ABSTRACT

Presented in condensed form, this document represents the general and concurrent session presentations offered to 191 participants attending the 1975 Tenth Annual Small Schools Summer Institute held in Oregon. Identified as major speakers and resource people in attendance at the Institute are: representatives from nationally validated Title III projects, exemplary programs in Oregon, Oregon College of Education, and the State Department of Education. Major presentations include: "Message from Superintendent Verne A. Duncan"; "Pacesetter for Small Schools"; "Legal Survival Skills for Educators"; "Preventing Reading Failure"; "Developments in Special Education in Oregon"; and "Constructuve Rebellion". Among the concurrent presentations recorded here are speeches dealing with: law; teaching language arts; early childhood education guidelines and programs; new graduation requirements; minimum standards; budgeting and accounting; department of education guides; the metric system; 1975 legislation; school faculties and the decision making process; special vocational programs for small schools; career and community awareness; learning centers; aids for teachers of the handicapped; resources for learning disabled children; value clarification; alphaphonics; gaining support for innovative ideas; a communications curriculum; and model career education reports. (JC)

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PACESETTER FOR SMALL SCHOOLS

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NATIONAL INSTITUTE OF EDUCATION

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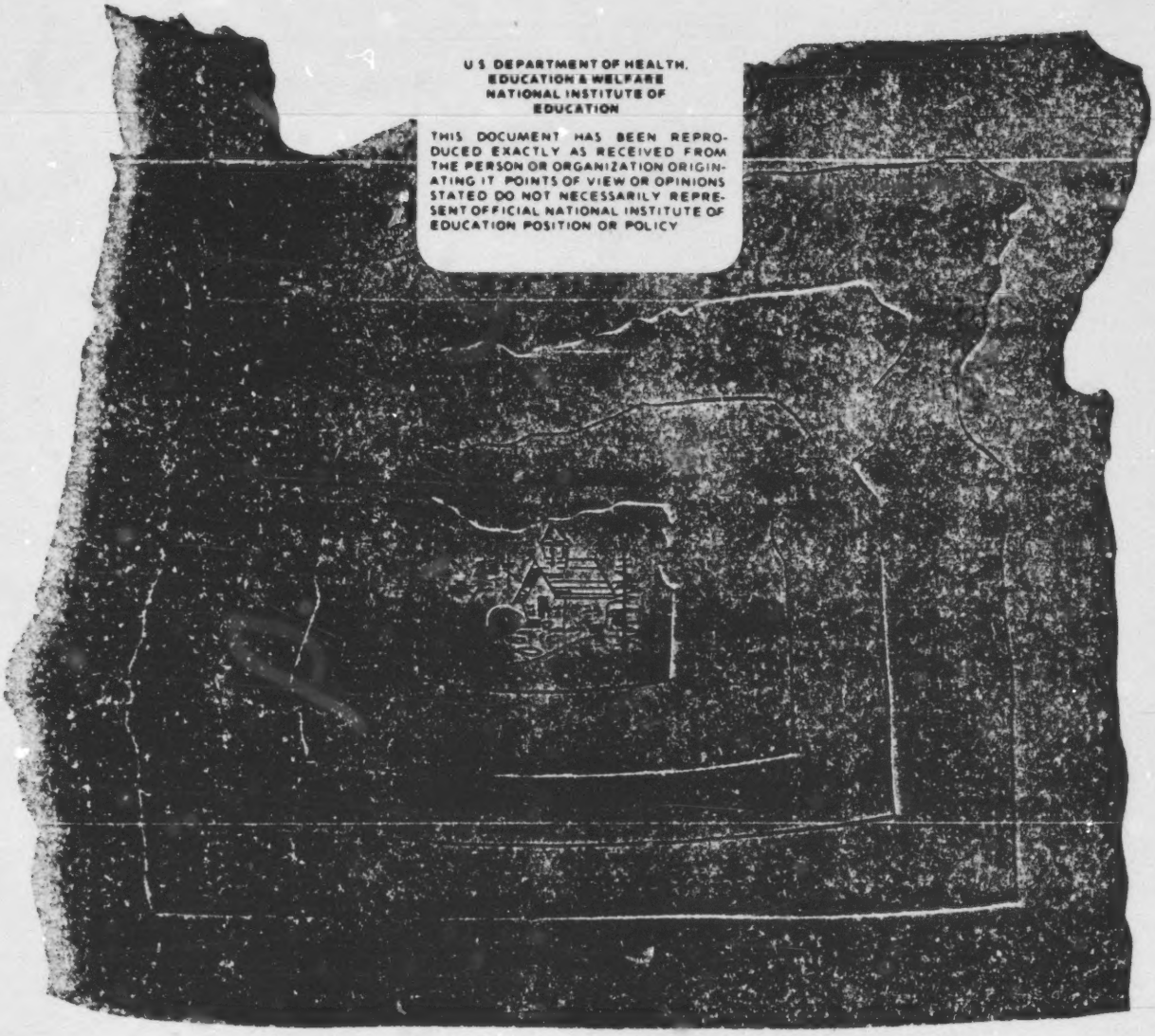

REPORT OF A SUMMER INSTITUTE

JUNE 16-20, 1975 Oregon Small Schools Program

RC009166

PACESETTER FOR SMALL SCHOOLS

REPORT OF A SUMMER INSTITUTE
June 16 - 20, 1975
Willamette University
Salem, Oregon

EDITED BY MILDRED BURCHAM

PUBLISHED BY BAKER INTERMEDIATE EDUCATION DISTRICT • FOR OREGON SMALL SCHOOLS ASSOCIATION • DONALD F. MILLER, EXECUTIVE SECRETARY • IN COOPERATION WITH THE OREGON DEPARTMENT OF EDUCATION • VERNE A. DUNCAN, SUPERINTENDENT OF PUBLIC INSTRUCTION •
942 Lancaster Drive N. E., Salem, Oregon 97310. . . 1975

DEDICATION

This book is dedicated to OTIS K. MURRAY, Superintendent of Schools in Bandon, who died March 21, 1975. As a superintendent, he pioneered many innovations in his schools and constantly promoted shared services among districts.

Otis was one of the original members of the Small Schools Advisory Committee appointed by the State Board of Education in 1964 to seek ways of improving instruction in Oregon's many small high schools. The Title III Project, Oregon Small Schools Program, resulted from that Committee's work.

He served on the Oregon Small Schools Program Steering Committee, the Department of Education's Small Schools Task Force, was chairman of the State Small Schools Advisory Committee appointed in 1974, and was an incorporator and Board of Director member of the Oregon Small Schools Association formed in 1974. He contributed much time and valuable guidance in the planning and direction of assistance for small school improvement.

In discussing the formation of the Small Schools Association, he stated, "I would be loath to lose the kinds of services the Small Schools Program has done for my school district. The summer workshop should be continued. Another thing that has benefited us has been the regional workshop. We have had consultive services from the Small Schools Program. I think these things are needed."

This year's summer institute could not have happened without the work of Otis and others who shared his determination to improve small schools.

Traditionally, "outdoor education" has been scheduled for Wednesday afternoons of the summer institutes. Golfing, bowling, pool, swimming, tennis, handball, and basketball were offered this year. Tours were set up to Bush House and Art Barn, Deepwood House, and Mission Mill Museum in Salem. A visit to the Honeywood Winery interested some participants.

Culminating the afternoon's recreation, was the annual picnic in Pringle Park. As usual, a feature of the picnic fare, prepared by Willamette University food service, was London broiled steak. By request, Tom Gibson, chef, has kindly given us permission to publish his recipe, and we are happy to do so.

LONDON BROILED STEAK

By Tom Gibson, Director
Saga Food Service

Marinate 2 pounds whole flank steak for 2 days in the following marinade:

1 cup soy sauce
2 cups salad oil
1/2 cup vinegar
1/2 cup sugar
3 tablespoons lemon juice
1/8 teaspoon garlic powder
or 1 clove garlic

Cook by the method most suitable to the size of the picnic. Cut steak diagonally for serving.

FOREWORD

The tenth annual Small Schools Summer Institute, the seventh held on the campus of Willamette University in Salem, had an enrollment of 191 educators with more than 60 school districts represented.

The Institute theme was "Pacesetter for Small Schools." A potpourri of presentations was offered participants to help them keep pace with curriculum developments, teaching strategies, and state priorities.

Representatives from nationally validated Title III projects, exemplary programs in Oregon, Oregon College of Education, and the State Department of Education made presentations and served as resource people during the week. Three hours of University of Oregon graduate credit was offered those participants who signed contracts to work individually or as school teams on worthwhile projects.

Evaluations of the Institute submitted by participants at Friday's closing session indicated that the 1975 Institute was a success and it was deemed the preferred activity for Oregon Small Schools Association sponsorship. So, there will be a summer institute in 1976, on June 14-18 at Willamette University, Salem. Dr. Ethna Reid and some of her staff will be here for the entire week, and Dr. Don DeLay for the first two days.

This publication presents in condensed form all the 1975 Institute's general sessions and most of the concurrent sessions. It is an attempt to extend the good things of the Institute to all Oregon small schools educators. I hope that it will prove useful in many ways during this school year, and later. (This is the first time that the Institute report has been distributed to all participants.)

May I urge you to begin making plans to attend the 1976 Small Schools Summer Institute. More than half those attending the 1975 Institute had their expenses paid, all or in part, by their school districts!

Donald F. Miller
Small Schools Specialist and
Executive Secretary, OSSA

ACKNOWLEDGMENTS

We extend to the following people our appreciation for their excellent assistance in making the 1975 summer institute a success:

OSSA Board of Directors for their foresight and perseverance in forming this association to enable the small schools in Oregon to enjoy the continued service and assistance so necessary in meeting the many demands of today's education. This institute could not have been held without the sponsorship of the Oregon Small Schools Association which they direct. Incorporators who served as the first board of directors for the OSSA were:

Bill Sampson, Dean of Education, Southern Oregon College
Ferman A. Warnock, Superintendent, Condon School District
Maurice Burchfield, Director of Basic Education, Department of Education
Lucille Dickey, Superintendent, Marcola School District
Robert O. Eddy, Superintendent, Baker Intermediate Education District
Evan Ellis, Principal, Dufur Elementary School
Arthur C. Hearn, School of Education, University of Oregon
James Kearns, Director of Education, Eastern Oregon State College
Otis Murray, Superintendent, Bandon School District
Thomas A. Nash, Principal, Cascade Locks Schools
Bob L. Periman, Superintendent, Prairie City School District
Lyle Rilling, Superintendent, Jefferson School District
Charles Steber, Assistant Superintendent, Klamath School District

George Bynon, Willamette University, who provided the AV equipment, tapes of the major presentations, the daily picture display, pictures for this report, and the efficient duplicating service.

State Facilitator Project which sponsored the appearances of Dr. Ethna Reid, Exemplary Reading Center, and Judy Brown, Alphaphonics.

Systems Approach to Individualized Instruction (Manzanita-Merlin Project) which sent Opal Griffith to do a one-day presentation.

Oregon Department of Education staff members who scheduled their time to participate in the institute as planners, presenters, resource people, and secretaries.

Commercial Exhibitors: Allyn & Bacon; Audio Visual Supply; Contemporary Instruction; Educational Systems; Encyclopaedia Britannica; Harper & Row; Northwest Regional Educational Laboratory; Prentice-Hall; Science Research Associates; Silver Burdett.

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SMALL SCHOOLS ARE GOOD SCHOOLS

Leona Mann, Lowell School District

A government population study released this summer shows a strong and increasing migration of families away from populated centers and out into small towns and rural areas.

This trend could be of major importance to Oregon school districts where more than 50,546 students are already attending schools defined as "small."

An Oregon small school is one with an average daily membership (ADM) of 1,000 in the high school center and the elementary schools that feed into it, the 31 unified districts without an operating high school, and small elementary and union high districts with 350 ADM or less.

"And the number of students attending these schools is going to increase," advised Lee Green, communications specialist with the Northwest Regional Laboratory in Portland, when she addressed teachers at the summer institute for small schools at Willamette University in Salem in June of this year. "We keep an eye on population movements, too, and realized in 1973 that this shift in population was taking place."

What could an influx of students mean to a district like #71, Lowell, in Lane county, which has a present enrollment of 405? What kind of education can these newcomers expect to get in a "small" school?

The problems of building, busing, funding will be dealt with by 1,100 school board members in the 215 districts that have small schools. That is their job. The kind of and quality of education is everybody's job. Working together, Department of Education officials, administrators, school board members and classroom teachers of Oregon have built an organization that has put education in small districts on solid ground.

Learning programs in these districts are not inferior. On the contrary, they may be just the kind many parents have been hoping to find!

"Small schools offer a return to the human dimension. Children don't feel alienated in a school with only 400 people in it. The cultural advantages of large schools do not make up for the loss of a sense of belonging to a community with known boundaries."

These are the convictions of Bob King, Superintendent of schools in Meeker, Colorado. He has had 24 years experience working with small

schools in the Northwest and Alaska as well as Colorado where he has been for 14 years. King shared his innovative ideas with members of the Oregon Small Schools Association at their summer institute.

In Meeker everyone is regarded as a teacher. Janitors demonstrate respect for public property, bus drivers show by example the importance of promptness and courtesy. Townspeople, working under the supervision of school personnel, teach skiing and electronics, take students to a ranch to watch sheep being sheared. A custodian teaches ham radio, and students in Meeker play chess by short wave radio with students in Guam and Alaska. They hold track meets by telephone with Oregon schools, enjoy career education ideas by satellite TV.

Merchants and business people willingly supply part-time jobs to students who get school-time credit for the training. Many stay on as full-time employees after graduation.

The Oregon Small Schools Association (OSSA) is the muscle builder behind similar programs currently going on in small school districts in Oregon.

This vigorous group was formed ten years ago when Leon Minear, then Superintendent of Public Instruction, appointed an advisory committee to study the needs of small schools. The first institute was offered in 1966. In 1974 the association was incorporated as a nonprofit organization. Don Miller of Salem was named executive secretary and also serves as small schools specialist in the Oregon Department of Education.

Any school district that has 350 students or less in one high school is eligible for membership, as are the elementary schools and Intermediate Education Districts. In a county unit, each separate high school is considered the same as a separate district for membership purposes.

Funds to operate the non-profit OSSA were supplied by ESEA Title III federal money until that program ended in 1974. Funding now comes from membership fees of participating districts who pay on a graduated scale:

$50 if the district staff is 9 or less
$75 for a staff of 10-25
$100 for a staff of 26 or more

The Department of Education finances an office for the small schools which works with the OSSA. Services of the office include arranging statewide and regional workshops to provide help with 27 specific needs identified in a formal needs assessment. The needs are divided into these categories: interpretation of laws, dissemination of information,

planning, evaluation, management, and interschool communication.

One of the major services is a summer institute sponsored entirely by the OSSA. For one week each June, administrators, high school and elementary teachers from participating districts live and work on the campus of Willamette University in Salem. They can earn 3 hours college credit by preparing materials for classroom use under the guidance of educators like Lee Green and Bob King. They share examples of work and innovative programs brought from their own schools and join group discussions of problems common to all.

Under scrutiny at the 1975 institute were the new graduation requirements, career education, early childhood education, six-year high schools, automated retrieval of information, guidance, building remodeling.

Teachers attending institutes have developed learning centers, prepared learning packages, games, study units, a non-graded language program.

Publishers send representatives to the institutes with displays of the latest text and library books, audio visual equipment and resource material.

The purposes of the OSSA are to "improve instruction in the small schools, elementary and secondary, of Oregon by helping member schools/districts identify and meet their goals; to improve communication among member schools, and with the Department of Education and other educational agencies; to coordinate programs and activities and to provide sharing services, resources, and information among Association members."

Membership in the OSSA has grown from 54 public and non-public member districts in 1965 to the present 80.

Recognizing the unique advantages of being small, OSSA districts are able to supply the kind of individual education that won Steve Erickson of Lowell High School (ADM 135) a handsome scholarship to MIT in Boston last spring.

Although the curriculum offered in a small school cannot be as many sided as that available in districts with more teachers, it will cover all essential courses adequately. It can also provide for the "human dimension," that sense of belonging to a group who are at work on important matters. Without many of the distractions present in more populated situations, human relationships between students and teachers, the school and the community can develop at a comfortable pace.

". . .there is no other way for a teacher to receive in a very short time so many innovative ideas for use in the classroom than by attending

the institute. Those involved have had experiences that our fellow teachers in larger school systems have not had the privilege of having," wrote one teacher who has attended every summer session the OSSA has held.

Jesse Fasold, while Superintendent of Public Instruction, said:

"Of all the money that has been spent in this state, the greatest benefits, dollar for dollar, have come out of the Oregon small schools program."

A teacher with a master's degree recently moved to a small Oregon community after teaching for four years in Detroit, Michigan. She took a job as a teacher aide in a little school rather than try for a position in a large one.

"Why? Because this is where it's all going to be--in a small school."

No schools are without problems, none claim to accomplish everything for everyone, but small schools are able to give as much as any student will take.

UP-DATE ON THE OREGON SMALL SCHOOLS PROGRAM

Funding of the Oregon Small Schools Program under Title III, ESEA, ended June 30, 1974. The Oregon Department of Education then established a position of small schools specialist in its District, College, and Community Relations Section. Don Miller, former director of the program was hired for this position. The establishment of the small schools specialist position in the Department budget marked the attainment of one of the major goals of the program.

The State Board of Education, in 1974, appointed a six-member Small Schools Advisory Committee to give direct feed-in to the Board, the Superintendent of Public Instruction, and the Small Schools Specialist. (Members of the Advisory Committee are listed on the Small Schools Fact Sheet which follows.)

Also, during the summer of 1974, the Small Schools Steering Committee,

policy making body for the Title III project, incorporated the Small Schools Association. The Association goal is the continuance of some of the successful activities of the former program above and beyond those sponsored by the Department of Education. The 1975 Summer Institute was financed by the Association with funds derived from membership fees remitted by 80 IEDs, school districts, and non-public schools. (Member schools appear in the Appendix of this report on page 141.)

Association membership is open to districts and high school attendance areas having 1,000 ADM or fewer in grades K-12, and small elementary and union high districts with a maximum of 350 ADM. Fees are $50 for a certificated staff of 9 or fewer; $75 for 10-25; and $100 for 26 or more. The fee schedule will be reviewed by the Association's Board of Directors during 1975-76.

The Steering Committee members under the previous program served as the Association Board of Directors until the election of a new board announced at the annual meeting held during the 1975 Institute. A Constitution and By-Laws for the Association were adopted by the districts as they paid their dues. The new Board held an organizational meeting, July 18, 1975, in Bend. (See the "Small Schools Fact Sheet" for the Board and its officers.)

The 1976 Summer Institute will be sponsored by the Association. It will be held June 14-18 on the Willamette University campus. Dr. Ethna Reid and some of her staff will be present the entire week, and Dr. Don DeLay will attend the first two days. Money has been budgeted by the Department of Education for some one-day workshops.

SMALL SCHOOLS FACT SHEET
October 15, 1975

SMALL SCHOOLS SPECIALIST AND OSSA EXECUTIVE SECRETARY

Donald F. Miller, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310 Phone 378-4094

SMALL SCHOOLS ASSOCIATION BOARD OF DIRECTORS (Elected by OSSA)

Region I - Benton, Clackamas, Clatsop, Columbia, Hood River, Lane, Lincoln, Linn, Marion, Multnomah, Polk, Tillamook, Washington, Yamhill

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Region II - Coos, Curry, Douglas, Jackson, Klamath, Lake

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Region III - Deschutes, Gilliam, Jefferson, Morrow, Sherman, Wasco, Wheeler

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Ferman A. Warnock, Superintendent, Condon School District #25, Box 615, Condon, Oregon 97823 Phone 384-2581

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Dr. Arthur C. Hearn, Department of Educational Administration, University of Oregon, Eugene, Oregon 97403 Phone 686-3413

Dr. Kenneth Myers, Director of Field Experiences, Oregon College of Education, Monmouth, Oregon 97361 Phone 838-1220, ext. 471

Treasurer

Robert O. Eddy, Superintendent, Baker IED, 2030 Auburn Avenue, Baker, Oregon 97814 Phone 523-5801

STATE SMALL SCHOOLS ADVISORY COMMITTEE
(Appointed by State Board of Education, 1974)

Robert O. Eddy, Superintendent, Baker County IED, 2030 Auburn Avenue, Baker, Oregon 97814 Phone 523-5801 Four-Year-Term

Duane Stanbro, Superintendent, Colton School District, PO Box 38, Colton, Oregon 97017 Phone 824-2311 [Appointed 12/5/75 to complete the term of Otis K. Murray, deceased] Four-Year-Term

Ferman Warnock, Superintendent, Condon School District, Condon, Oregon 97823 Phone 384-2581 Three-Year-Term

Judy Bigby, First Grade Teacher and Elementary Curriculum, Warrenton Elementary School, Warrenton, Oregon 97146 Phone 861-2275 Three-Year-Term

Harold Mason, Director of Teacher Education, Oregon College of Education, Monmouth, Oregon 97361 Phone 838-1220, x 233 Two-Year-Term

John Haller, Language Arts Teacher, Mohawk High School, Marcola, Oregon 97454 Phone 933-2512 [Appointed 12/5/75 to complete the term of Mas Watanabe, resigned] Two-Year-Term

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MESSAGE FROM SUPERINTENDENT VERNE A. DUNCAN

If there is a negative attitude in your district, you will have trouble with the new accounting system. As building principals, and as teachers, you may have a problem with it. But, if there is a positive attitude, I think things can be worked out. I see a lot of exciting things happening in schools around the state. I think that the positive approach is the important one.

On behalf of the Oregon Department of Education, and myself, I welcome you this morning to Salem, to Willamette University, and to your annual summer institute. Also I want to say to you that I get around the state and I do see what is happening in schools.

I made a vow the first week in office that I was not going to get stuck in an office and so fail to see what was happening in education. I am a teacher, and I do not want to forget that. I started my term as state superintendent of public instruction saying, "I am going to be in a school a half a day a week." Since January 6, I have met and exceeded that goal. I will continue to do so next school year. Some people told me that I was going to be too busy with the Legislature and my new responsibilities to do this. My fear was that I would start saying, "One of these days, I am going to get out and visit schools," and then put off doing it. So I started the very first week.

I will be dropping by your schools. I do not give much notice of a coming visit, as they found out at Paisley when I knocked at their door and said, "Hi, here I am." I do not want any red carpet treatment. I just want to see your school and to meet your people. It is kind of fun to see them in action. I remember one teacher who was really shook when I went into her classroom. She said, "Oh, I didn't know you were coming." She kept brushing her hair. I said, "Don't worry about it, just go on." So, it is kind of fun to see schools in action, to see what is happening in Oregon education.

As I have gone around the state, it has been interesting to see the different attitudes in different schools, in different buildings within a school district, and occasionally, within different departments, and among teachers. The attitudes seem to be the key thing.

The Department of Education came out with a lot of new things in the last few years. Having just come from the field, I was a griper, too. I said, "They must think that all we have to do is to fill out papers and do more studies." Well, some good results are coming out of these

p. 18 blank

new things. Let us take a good look at all of them, see what is effective, and move forward with them.

When I go to a school and I find an attitude of "it is not going to work," I can assure you that it is not going to work in that school. If that is the attitude of the administration, if that is the attitude of the faculty, then the situation is not going to change there.

Next year we will be pilot testing the new evaluation system for schools. I am telling everybody, "Don't get shook." We have already had some schools volunteer for evaluation under the new system next year. If your school comes up for evaluation next year, and you did not volunteer or did not have to go on the new system, do not worry about it. The evaluation will be under the old system--no problem. We are going to look at the pilot program, find the flaws in it, correct them, and then move forward again. Nothing is set in concrete yet so we can make changes. But let's try out the new evaluation system.

The same situation applies to the new accounting system in Oregon. I have received stacks of letters from people opposed to the new accounting system that schools are supposed to move toward by 1977. I have not received one letter from a district that has moved to the new system saying that they do not like it. Everyone on the new system has been supportive of it. All complaints come from people who have not tried the new system yet.

I was talking to a principal friend yesterday, and he said, "There are flaws with the new system, and we got caught up in a situation this year." I said, "Well, that is great. Shows the human point of it, doesn't it?" He said, "Yes, our staff really kind of liked it. We did get into a situation when a program had to be cut back, but the faculty made the decision how to solve the problem."

Historically, faculties have not been involved in this kind of decision making. So, if you are hearing everybody gripe about the new accounting system, at least look into it, find out more about it, talk to some of the districts that have moved to it, and find out what it is all about before you say it won't work.

If there is a negative attitude in your district, you will have trouble with the new accounting system. As building principals, and as teachers, you may have a problem with it. But, if there is a positive attitude, I think things can be worked out. I see a lot of exciting things happening in schools around the state. I think that the positive approach is the important one.

As I look at your schedule for the week, I see that you are going to have an opportunity to really sit down and discuss with your colleagues important things that are happening in education in small schools. I hope your conference takes a very positive approach. By urging a positive approach, I am not advocating that you not complain about things--if I don't like something, I complain about it--but be positive in your complaining. Know what you are complaining about. Take a positive approach to things.

Have a good time this week. It looks like you will have an outstanding conference. If I can, I will come back once in a while to see what is going on. Thank you very much.

PACESETTER FOR SMALL SCHOOLS

Bob King, Superintendent, Meeker, Colorado, Schools

The small school is one of the newly rediscovered resources in American education. After long decades of neglect, not to say active and open opposition, educators have begun to discern the inherent strengths and values in schools small enough to fit the human dimensions of children and youth.

I will address you folks as the true pacesetters in small schools. In so doing, I will be changing the emphasis of this address to "pacesetters" because teachers, principals, and administrators are the true pacesetters in education.

When I spoke in Portland ten years ago, I said our lack of self-confidence in rural schools was our biggest problem. That has changed considerably. You are the living proof of it. Here is a state which has focused attention on rural schools, has a small schools association, has a small schools specialist in the Department of Education, and has a group of educators who are proud of being in small schools, who are proud of the things they can do even in the face of tremendous problems.

I was really amazed when the North Central Association recently put

out a little booklet, "The Small School: Returning to the Human Dimension."* The things said in this booklet are the things I was trying to say to some of these people years ago: The small school is one of the newly rediscovered resources in American education. After long decades of neglect, not to say active opposition, educators have begun to discern the inherent strengths and values in schools small enough to fit the human dimensions of children and youth. By creating modes and formats uniquely adapted to its own strengths, the small school can equal if not surpass the educational efforts of any of its larger counterparts.

The booklet mentions that educational spokesmen almost invariably have connected bigness with goodness. But these things are changing, and, with the alienation of youth, large institutions are looked upon as part of the problem. In this book, the apparent, alleged strengths and weaknesses of small schools are given. This is amazing to me because I have been in many classes, programs, and workshops where we dwelt heavily on the weaknesses of small schools. Certainly, the list of weaknesses is greater than the list of strengths. Mentioned as possible strengths are the close working relationships among faculty members, and between faculty and administration, faculty and students, faculty and parents, and faculty and community.

The booklet indicates that a bureaucratic overload of red tape is not so prevalent in small schools as in large schools. I am not absolutely sure this is right. Sometimes, I find the red tape is just as great in small schools as in large ones. There are just as many forms, projects, and proposals, but it is possible to cut them down a little. The intimate, face-to-face relationships, favorable student-teacher ratios, opportunities to participate in activity programs, and the possibilities of change occurring in the small school faster than in the larger school are also mentioned. Twenty-four strengths are listed, and they don't mention the lower dropout rate in Colorado which I am sure is found also in Oregon.

The weaknesses are also presented very honestly. The first weakness mentioned is the high cost of a quality education in small schools. The only note I put on this item is that it is a true statement. I have found, too, that a poor quality program also costs a lot more in small schools. There is not much difference really in the costs of a high quality program and a low quality program. A program in the small school costs a lot no matter how you slice it. Smallness of staff and difficulties in offering a wide curriculum are listed as weaknesses.

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*"The Small School: Returning to the Human Dimension," A Report on the Small Schools Project of the Committee on Small Schools, Occasional Paper #2, Commission on Schools, North Central Association, 5454 South Shore Drive, Chicago, Illinois 60615. $1.50

Considerations in improving small schools are presented. The first one listed is the positive attitude that Superintendent Duncan mentioned to us. Positive attitude is a powerful thing. You have to start with it to get anywhere with a ball team, a class, a student, a dropout, or a handicapped student. In the small school there is a possibility of doing something here. The ability of the small school to capitalize on its small classes and the instructional resources of the community is discussed.

The absence of formal consortia is cited. Several small schools can and should organize for mutual assistance and support. I worked with the Northwest Regional Lab several years ago, and we talked about linking-networks between small schools as being highly important. You are one of those linking-networks, a fine example. In my state of Colorado, we had a state board funded project for small schools for a number of years. Then we had the Western States Five State Consortia of small schools. It has virtually dropped attention to small schools. This is a shame because getting together helps us immensely. We get very isolated in small schools. A state-to-state network is also important. The informal networks--friendships between schools, visitations between schools, contacts across state borders--are tremendous things. We need to foster them and have them grow.

The most damaging limitation of a small school is not its smallness but the constricted imagination and adventuresomeness of its staff. Undoubtedly the challenge is great, but it simply parallels the challenge being faced by a society committed to reduction of the size of man's towering institutions.

This little publication testifies that we, in small schools, have gone from an attitude of hopelessness to one appreciative of the tremendous possibilities for accomplishment.

Smallness, rather than being a hapless condition in a society committed to untrampled growth, is now becoming a favored consideration as Americans seek to avoid the plight of mass man. I think this is a testimony to the worth of our efforts as pacesetters in small schools and for small schools.

[Slides of Meeker School District in Northwestern Colorado, a rural educational system with a kindergarten, and elementary, junior high, and high schools were shown by Superintendent King. The presentation stressed the utilization of rural resources by a rural school system for the enhancement of its educational program. The following excerpts from the discourse accompanying the slides shown at the general session and following concurrent session constitute the highlights of the presentation.]

The primary resources available to a school consist of people, places, things, and time. Imagination which is only present in people must be utilized to get the most out of all these.

Meeker has looked at its students as a human resource traditionally untapped in schools. While the total number of students is limited, the range and diversity in talents, interests, and abilities are as great as in any school. Through a concept of individualization, this wide range of characteristics has proved a rich advantage, not the traditional sorespot which schools have long tried to avoid by homogeneous grouping, acceleration, deceleration in promotion, graded materials, and activities taught unvaryingly to each age classification. If one separates the single student from the crowd, whether it be all students in the school, the grade, or the class, and focuses on this individual student and a worthy goal, then the task of the school becomes clear and manageable. No longer is the relevant question whether the student is "behind" or "ahead," but one of where is the student now, where was he at some point before, and where can he be at some time in the future with the school's aid. Individualization is an exciting job of promoting growth in all worthwhile areas of life. It implies that the unit of decision in the rural school must not be the school, the class, or the group, but the single student.

The rural student must have an equal educational opportunity with his urban peers so the bank of resources for his educational progress must be as rich and varied as in larger communities. Meeker has been working on the details of such a philosophy and has found this belief and program of action make the rural school an enjoyable, exciting place to work and learn.

The teacher has traditionally been considered the principal resource in educational systems, the repositor of specialized knowledge which he passes along to classes of students. In this sense, the rural school with its few teachers, justifiably, has been considered limited. In working with this problem, and in implementing a philosophy emphasizing individualization, the teacher's role changes to one akin to that of the country-school teacher of the past who, because she had many grades in her one-room school, was aware that the students differed and that she must individualize to survive.

We have found, that to accommodate individual differences, teachers have moved from their previous center-stage role to behind the scenes, stage setters, organizers of materials, and activities roles. Our teachers, increasingly, have been sitting down and working with small groups of students--listening, questioning, discussing, and demonstrating. The main thrust of individualization has seen the teacher moving into a consulting and coaching role with one student at a time. Quite often the

teacher's desk has become an on-call counseling station for single students. Teachers have also learned that not every student will come seeking help, so they move around the room as roaming consultants and coaches. By utilizing their time in a different role, our teachers have been made more effective resources for our rural students.

Similarly, the talents of other rural school personnel may be used to provide better learning opportunities for students. The specific role of each should be considered for its teaching value. Who better can teach being on time than bus drivers and transportation managers? Or who can better demonstrate the importance of building cleanliness and maintenance than custodians? How about cooks teaching the value of regular, nutritious meals? What can the Board of Education offer as a practical demonstration of representative democracy?

The concept of differentiated staffing using adult aides from the community has had a ten-year trial in the Meeker district and has established itself as a valuable alternative to the usually impossible one of adding certificated staff in all areas of need. Meeker's use of aides began when several part-time persons were employed for supervision in the lunchroom and playground areas and with bus loading. These were an immediate hit with teachers. Library aides were then used to open libraries in all three schools during all the school day.

When Meeker High School went on a modular schedule, an aide was hired to supervise directed study periods. When Meeker's intermediate grades adopted a modular schedule, a resource room was created and another aide was needed. Aides have been used, either on a regular basis or as needed, to help with clerical duties in the offices. In classrooms, aides have proved their merit in working directly with children under the direction of the regular teacher. Their most valuable contribution has been in providing instructional experiences to individual students who would otherwise need to be removed from the regular classroom for special education. Aides working in classrooms have also freed teachers from many custodial and clerical tasks so they could spend more time with learners.

The problems of supervising laboratories without adding more teaching staff was solved in the business department by hiring a half-day aide who alternately supervised open labs in either the typing or bookkeeping room while the teacher was instructing classes in the other.

A similar arrangement in our vocational agriculture department was instituted recently by hiring a full-time shop aide with experience in mechanics and welding. This individual has been able to extend the resources of the regular teacher by providing help in various shop

procedures and better safety supervision plus keeping the shop available all day for use by students highly motivated in this area or motivated little by anything else in the curriculum.

The rural school often aspires to teach skills that their teachers lack. When this happens, teaching aides with such skills often can be hired temporarily. We have used such individuals to teach swimming, ceramics, modern dancing, water skiing, and speech therapy. We have barely begun to utilize the vast diversity of talents existing among the citizens of our community.

Another rich source of help available to the rural school lies in its own student body. Where human resources are lacking, rural schools may do well to train their students to assist teachers. Our student aide program involves almost half our upper-class high school students who serve as aides in our elementary and junior high schools. They earn high school credit for doing everything from office work to instructional work in the classrooms under teacher or principal direction. We have found the benefits are mutual. Students serving as aides have valuable life-like experiences in working with and for younger students. Many of our student aides are either preparing for or have already entered teaching careers with a much better background and knowledge of what they are getting into as a result of their high school aide experiences.

There are many other categories of local people available to help rural schools--ministers, newspaper editors, honey producers. An active adult education program which brings citizens in to use school buildings, equipment, and materials for their own learning helps immensely in obtaining their understanding and support for such items at budget time.

Rural schools are badly in need of human imagination to give them alternative models from which to choose in meeting their needs. Urban and suburban schools are in many ways very inadequate models for their country cousins. The teacher who used science equipment to funnel water from a leaky roof into a sink, the principal and custodian who created cheap, magnetic blackboards with sheet metal and paint, the student who buddied with another for a spelling test, the teacher who created a mini-money system complete with salaries, banks, checks, fines to bring math alive, students who found the wall could serve as a projection screen have all been examples of using imagination to enhance the educational program at Meeker.

Education, primarily, is people engaged in activities that either motivate, necessitate, or cause learning to take place. All this must take place somewhere, in some type of physical space. This brings us to

places which includes buildings and grounds, the community itself, and the world.

New buildings were very remote for the Meeker district so the only way to improve facilities was through modification and adaptation of current facilities. By using district personnel primarily, a number of function-improving changes have been made. A rural-school teacherage was moved into town and remodeled to serve as a kindergarten building. Walls were removed so all second graders could be team taught in one, large, open space. The elementary school library was enlarged by removing a wall and including an adjoining classroom. An intermediate science room was enlarged by enclosing a coal unloading portico. A resource room was installed in a previous music room.

A variety of carrels--table top, fixed, folding, rolling, two-man, single--were installed in classrooms in all buildings. Perimeter audio-labs were installed in almost all classrooms for testing and listening to explanations, poetry, readings, and music.

Rural schools have an accessibility to their surrounding environment much less restricted than urban schools, yet have made only limited use of the physical resources of their communities. In Meeker, we have found many places that have served us well in learning. Many of these are very close at hand. Teachers have found that rural students resent being confined in buildings in the fall and spring when the weather is beautiful. Class groups are often taken outside to the lawn. The school grounds with both planted and natural trees and vegitation, insects, birds, animals (even deer) have served science classes well. Beginning skiing is taught on the slope behind our high school building.

The natural scenic beauty of our school district which includes hills, mountains, forests, meadows, lakes, and streams is easily accessible and has been used for class outings and field trips during the regular school year and in our special summer programs. Field trips have been taken to national monuments in the area. Local sheep and cattle ranches have provided the children with valuable experiences as have local businesses and the airport.

Our local, city-owned swimming pool was used only during the summer. We began using it for four to six weeks in the fall for instruction in regular physical education classes. We have used the local bowling alley in a similar manner and will soon begin utilizing the local golf course. A local ski hill several miles from town has been used as have several commercial ski areas within bus driving distance.

There is a still larger community of resources that rural schools need

access to--the world. The physical isolation of rural schools need not keep youngsters out of touch with the wider world if, as we have discovered at Meeker, technological means of communication are adapted to this purpose. By adapting to our schools three already well developed technologies, we have gone a long way towards opening up a larger world to our students. Regular television sets have been installed in all our buildings so students can see space shots, moon landings, national elections, and world series games. These sets have also been used as playback units for locally videotaped programs and announcements.

Amplified telephone units have been installed in our schools, also, and have provided immediate and spontaneous access to attitudes, opinions, and knowledge of local citizens on county government, birth control, and the depression years. High school classes and teacher in-service classes have been provided through this resource. Consultants have been secured via amplified telephone for a tiny fraction of the cost of having them travel to us in person. We have had classes from other states share with like classes in our school through this media.

The installation of an amateur, school-owned radio station in our high school and a teacher-owned station in our country school have enhanced our amplified telephone system. These stations have telephone patches in them. By linking the radio to amplified telephone, we can bring a two-way radio conversation into almost any classroom in the district. This reduces costs to almost nothing and opens up a vast network of ham radio operators for use by the schools.

In Meeker, we found, that to individualize, a teacher needed help, technological as well as human, or she could not begin to get the job done. We found record players, tape recorders, electronic shorthand and language labs, video tape recorders, listening stations, overhead projectors, individual projectors and viewers, duplicating equipment for materials, and mobile carts to house and move these items quite valuable. These were not absolutely necessary, but it is difficult to get along without them in today's schools.

Effective individualization requires a wide range of materials--wide in interest and difficulty level--which, to be used, must be readily accessible to students. We found many valuable, commercially produced materials which could be adapted to our uses immediately. We also found that a whole curriculum could not be built entirely of these materials. So our teachers spent many hours creating their own materials, borrowing and adapting from wherever they could. This was difficult, time-consuming work, but was invaluable as teacher in-service training.

We found paperback books to be one of the quickest and cheapest ways

to add resources in classrooms. Cover-out, accessible display was provided by purchased racks or locally devised shelving.

Besides people, places, and things, the only other basic resource a school has is time. The rural student has just as much time as his city counterpart. What the rural school does with time, how it organizes and structures, divides and combines units of time determines how effectively this resource is used. Merely copying after urban and suburban schools assures nothing more than a poor copy. Much creativity and experimentation is needed with this resource to provide more alternatives for rural schools.

Our high school was one of the first to adopt modular scheduling. We utilized the computer at Stanford to construct our first master, weekly schedule. Our elementary school adopted modular scheduling in grades 4-5 several years after the high school. Hand scheduling proved workable, more flexible and cheaper than computer scheduling for them. Our high school followed their example and has scheduled by hand the last three years.

Another highly effective use of time, interest scheduling, was instituted in our elementary school two years ago. This is a Friday afternoon multi-graded structure in which teachers, aides, custodians, and other personnel offer their specialities or areas of interest. Students sign up for their choice of the offerings.

Our Vocational Exploration program, pioneered in our high school as part of the career development efforts of the Western States Small Schools Project, is another example of wise use of time. High school students, generally sophomores and above, who sign up for this course, work during school hours at various businesses, offices, and agencies in the community. They receive high school credit, but no pay, for this job experience. We have from thirty to forty students in this program at any given time. Even though this program is basically exploratory, many enrollees have received paying jobs after school hours, on weekends, or during summers, or after graduation in the same agency or occupation in which they took the exploratory course. Several have gone on to post high-school training. A very few have decided not to enter a vocation after an exploratory experience.

These examples of how local resources have been used to enhance the educational program in Meeker are merely indicative of a vast reservoir of untapped potential residing in communities throughout rural America. Schools must begin utilizing these resources to ensure that our rural youngsters are not short-changed educationally.

LEGAL SURVIVAL SKILLS FOR EDUCATORS

Dr. Forrest Gathercoal, Oregon State University

Any time you come up with a rule, it is an administrative law and just as much a law as a Supreme Court decision, or a legislative action. Every rule you have in your classroom is an administrative law and can be judged under the Constitution of the United States, the state constitution, and state law.

I was at a dinner where one of the Oregon Supreme Court justices was speaking. He said that in the past, educators had really led a sheltered life when it came to lawsuits, but he felt times were changing. Educators are going to experience many more lawsuits than in the past.

There has been a basic change in thinking from loco parentis, where the school stands in place of the parents to student rights. The courts are saying that students have some constitutional rights, but what these rights are and how far they are going, we do not know.

In the beginning, all we had was the Constitution of the United States. That is where all our power comes from, legally speaking. All the laws we have in this country must be within both the power set out by the Constitution of the United States and by the constitutions of the states. In the state of Oregon, our constitution sets up a legislature. A legislature is given the authority to do many things. One is to pass laws regarding schools. The legislature has said, "Let there be schools. Let there be school boards." The power in every school district is in the school board. That power is there because of the Constitution of the United States, the state constitution, and the legislature. Your school board members are not just pharmacists, farmers, housewives, or whatever. They are no longer just citizens of your community when they sit on your school board. They are state officers with state power. The power in your district lies in your school board.

The school board says, "We can't do this by ourselves. Let us hire somebody." Usually this person is the superintendent. The superintendent will recommend to the school board what principals to hire. The board does all hiring. The principals then recommend to the superintendent, who recommends to the school board, what teachers to hire. All of this comes down to the students.

Suppose you have a rule in your elementary classroom that little boys can sharpen a pencil only when they come up and ask the teacher for

permission. Little girls can go sharpen their pencils any time. They can get out of their seats and walk around. Herbie, in your classroom, says, "That doesn't sound fair to me. I have some fourteenth amendment rights." (In the fourteenth amendment, you will find the equal protection clause.)

Herbie says, "You are treating girls differently from boys, and I object."

As a teacher, you say, "Look, Herbie, we have good reasons for this rule. The girls are never disruptive, and the boys are, so we are coming down harder on the boys."

He says, "I don't like that." His next step, usually through his parents, is to go from the teacher to the principal; from the principal, to the superintendent; from the superintendent, to the school board, the power within your school district. The school board decides whether to uphold your rule or to tell you to change your rule. If Herbie and his parents are not satisfied, they file a suit in the county circuit court. The judge looks at your rule and makes a court ruling. If Herbie and his parents are not satisfied, they go to the Oregon Court of Appeals. Again, if they are not satisfied, they go to the Oregon Supreme Court. Because the suit concerns a constitutional issue, it may be taken to the Supreme Court of the United States.

Your little "classroom rule" is then called an "administrative law," and is protected by the Constitution of the United States, the state of Oregon, the Oregon legislature, and all Oregon laws.

There are three areas of law: legislative law, your constitution and the laws passed by the legislature; case law, rulings of courts in cases which come before them; and administrative law, any rule that you have as a school district, an agency, or company. Any time you come up with a rule, it is an administrative law and just as much a law as a Supreme Court decision, or a legislative action. Every rule you have in your classroom is an administrative law and can be judged under the Constitution of the United States, the state constitution, and state law.

In the past, the burden of proof has been upon students or people who were protesting a rule. They had to show that whatever rule you had in the classroom, or in the school, was unreasonable, capricious, arbitrary, or in bad faith. They had to show that the rule was an unreasonable one. The law has changed so the school must now carry the burden of proof--must show a compelling reason for the rule. You have to show a compelling reason for every rule that you have in your classroom, in your school, or district. A compelling reason for a rule is we

must have this rule, otherwise, it will cause a serious disruption of the school process.

The amendment that is affecting us most often now is the fourteenth amendment. In it, we have two clauses: the "equal protection clause," and the "due process clause." The equal protection clause is affecting such things as desegregation, integration of schools, salaries, sports, dismissal of teachers, suspensions and expulsions.

Since the last legislature met, most of you are under the fair dismissal law which means that you are a probationary teacher for three years. Then you come within the meaning of the law. Then, you have due process rights before dismissal--a right to a hearing, a right to call witnesses, a right to cross-examine, a right to an attorney, a right to be advised of your rights, and a right to appeal. Should you not agree with what the school board has decided, then you can appeal it. If it is a constitutional issue, you go to the circuit court, the court of appeals, the Supreme Court of the state of Oregon, and finally, the Supreme Court of the United States.

A year or two ago, the school board could dismiss a teacher without giving any reason for the action. Now, reasons will have to be given, and the reasons will have to be good. In the next year or so, probationary teachers will have the same rights as you under the fair dismissal law. In California, it has been this way for the last three years. When a probationary teacher is hired, the teacher, essentially, comes under the fair dismissal law although still a probationary teacher. This situation puts an emphasis on hiring teachers who will do well for a long period of time. Once people are hired, they are sort of there.

When it comes to suspensions of students, there is a ruling of the U. S. Supreme Court that applies. In a suspension, the student must be informed of why the action was taken. The reason can be verbal or in writing. So, you should meet with the student that you are going to suspend. Most of you will put your reason(s) in writing and give a copy to the student, and possibly, send one home.

A suspension is just a temporary leave from school, usually up to about ten days in most states, but an expulsion is something else.

In an expulsion from school case, the Court has ruled the student has a right to an attorney, to a hearing, to call witnesses, to cross-examine. It is not clear-cut what kind of hearing you must have, but it is looser than in a court situation. You don't have a court reporter at such a hearing although most hearings are taped. You can get into difficulties with a cross-examination, especially with young children. Also, there

are problems if you call a student to testify in a hearing. When he gets back to his friend, he may be looked on as the fink who squealed on so-and-so. You can get into a lot of educational problems in dealing with legal rights under the fourteenth amendment.

In the first amendment, we have two clauses: a clause that says the state, or government, may not be a part of establishing a religion, and a clause that says we must allow the free exercise of religious beliefs. Conflicts with the first amendment have occurred frequently of late in the public schools. Should textbooks be given to private and parochial schools? Should transportation to private and parochial schools be provided? Should there be released time for religious studies? Should there be Bible reading and prayers in schools? How about having a nativity scene? What religious dress or garb can be worn in public schools? How about school districts paying salaries to teachers in private and parochial schools? What services can be provided to private and parochial schools?

The issue is whether public monies, tax monies, can go to private purposes. It is unconstitutional for it to do so, yet it does in loans to small businesses, and in other instances. Another issue is whether we are helping establish a religion when we provide textbooks, transportation, and such to non-public schools. There is a U. S. Supreme Court ruling that allows textbooks to be loaned to private and parochial schools. It is based on a "child-benefit" theory which holds that helping children is much more important than a hangup on the problem of establishing a religion. It maintains textbooks are not religious books, and so allows loaning them to non-public schools. In Oregon, our constitution has been interpreted as not allowing the loan of textbooks to private or parochial schools. It happens, but if somebody should complain in your school district, there are a lot of laws which say we are not to do this in Oregon. Many states do, but not us.

Most of you know we allow transportation to private and parochial schools. By statute, school districts must provide transportation of private and parochial students along or near a bus route. This means such students can hop on the bus, ride as far as they want, hop off near their school or home. This is legal in Oregon.

We allow 120 minutes a week of released time for religious studies. One of the issues with released time is where can the released students meet. Can an unused classroom be used for religious studies? We have had two Supreme Court rulings on this. One ruling declared that it was unconstitutional for students to be released if they went outside the building for the studies. Whether the release of students for religious studies is constitutional, therefore, depends on where they do the studying.

A lot of Oregon schools have released time for religious studies, and such classes meet in the school buildings. If someone objects, you will not be allowed to continue allowing religious classes to meet in your school building.

It is pretty much settled that Bible reading without comment and silent meditation from a collection of prayers can be carried out in school. Religious meetings such as student prayer meetings during an activity period or after or before school have been declared unconstitutional. If you have groups meeting in your school for prayer or for other religious purposes, as long as no one objects, this can probably go on. But, should someone object, any praying in your school would probably be unconstitutional.

An invocation during assembly, a short prayer, this kind of thing has been declared constitutional. It is part of the ceremony, it is traditional, it does not take long. A problem arises if you have a very long invocation and it becomes a prayerful posture or stance. Some states are trying to pass and enforce laws which will allow prayers and Bible reading in schools.

Religious dress is unlawful in Oregon. The unanswered question is, What is religious dress? The law does not answer this question very well.

A Pennsylvania law passed a couple of years ago required the state to pay up to 15 percent of the salaries of all private and parochial teachers. It was declared unconstitutional by the U. S. Supreme Court. Oregon allows some payment for services such as counseling, testing, working with mentally retarded in private and parochial schools. Again, under the child benefit theory, we as a state, are allowing such services.

Most of you have liability insurance through your professional organizations. It is a good idea to have such insurance. If you do not have it, I recommend that you obtain it. Let me put liability insurance into perspective. Most teachers are not going to be sued. Of those teachers who are sued, almost none of them will lose their case. Very seldom do teachers lose in a lawsuit. I think very few of you will be sued.

One of the main reasons that teachers are found negligent is due to problems with supervision. The courts have found teachers or school districts who are negligent had no plan for supervision. When the teacher left the classroom, there were no instructions as to what should be done before leaving. There was no plan of supervision during class breaks, during the lunch hour, or before or after school. Society does not like this. They like educators to be organized, to plan ahead,

at least to foresee that something can happen, and take precautions accordingly.

Do you have a plan for supervision? If you have no plan, get a plan. It really helps. Not only does the school run more smoothly, but should someone be injured, this is the first thing the courts will look at.

If you have a plan, follow it. Be where you are supposed to be, doing what you are supposed to do. In California, there was a thirty-minute boxing match at lunch time at the end of the high school building. A kid was knocked down, hit his head, and was killed. The school's plan was that the physical education teacher would be supervising during the lunch hour. Evidence showed that the teacher was in his office eating his lunch, making telephone calls, and correcting papers. That teacher was found negligent. There was a plan, and he was in his office doing something else. He was not supervising. Had he been out there, even at the other end of the building, even someplace, probably, he would not have been found negligent. When I say probably, I have in mind that a jury decision is involved in such a case. You never can predict a jury verdict.

Teachers are judged on whether they are "reasonably prudent." As a reasonably prudent person, you are judged on what a teacher should be doing at a specific time. As a teacher you have a duty to protect people around you from unreasonable risk. If you fail in that duty, and that failure is the cause of an injury, a civil action may be brought against you for negligence.

Picture yourself as a teacher. You were not on the playground; you had no plan, or you did not follow your plan. You are sued for being negligent. You have your fellow teachers say in court, "This is what we always do." "We always supervise this way." "We are always here, or we are always not there, or we are always eating lunch, making phone calls." "We just can't get out there." The other side puts teachers on the witness stand and they say, "You should have a plan for someone to be on the playground." "You should follow your plan." "Time is given for this, it's part of your duties, it's in your contract." These are the bases on which you are judged under such a situation--whether you were reasonably prudent.

Another element in negligence cases is "foreseeability." What should a reasonably prudent teacher have foreseen under the situation? This is why you went through student teaching and observation in college--to learn what a reasonably prudent teacher should have foreseen.

Let me go into libel and slander. A lot of teachers worry about what they write. Let me start by saying, "Don't worry about what you write. Don't worry about being sued. Don't worry about anything you write in your professional capacity, as a teacher, about a student; as an administrator about a teacher." You will never be sued unless you are malicious. If you write maliciously, or highly unprofessionally, then you may be sued for libel or slander. (If you say it, it is slander. If you write it, it is libel.) In libel and slander, you are protected by qualified privilege which allows you, in your professional capacity, to write anything you want. You may be mistaken, you may say something that is not true, but if you believe in good faith that it is true, and you have reasons for this belief, then you may write it even though it is false. You are allowed "good faith error" along with "qualified privilege."

I have read thousands of administrator recommendations of teachers. Most of them do not say much because they are usually in the form of conclusions. It is easy to say that Clyde is lazy. What does that mean? Does it mean that he sleeps in class? Does he show off? What does the statement mean? It is just a conclusion. It would be better to describe Clyde's behavior. Use descriptions as much as you can, then let other people make conclusions from what you have written. Legally speaking, it really helps if you can set down the things you have seen. What you have seen is easy for you to prove. To say somebody is a thief, lazy, crummy, basically no good, usually says more about the writer than the writee. Try not to say more about yourself than you do about the person about whom you are writing.

When teachers are sued, their defenses are very important. The biggest defense teachers can have is "contributory negligence." This is when the student also contributes to his injury. This usually happens when students are injured. You say, "Don't do this." "Don't do that." "Don't work with the power saw. I have turned off the electricity. Don't work with it even if you are seventeen."

A seventeen-year-old goes over and plugs in the saw and works with it and is injured. He knew about it, he understood the situation, and he did it anyhow. Most of your defenses in negligence suits are those of contributory negligence. So it is very important to give good instructions. If you set down your instructions, go over the things that are dangerous, it really helps later. It helps more if you have the instructions printed and every student has a copy. If you know of something that is dangerous, you have a duty to protect people from injury.

Another defense is "unavoidable accident," there was no way you could do anything about preventing the accident.

"Assumption of risk" is a defense and is used mostly when someone is injured in sports. Assumption of risk varies a little from contributory negligence. Assumption of risk means the student knows that he can be injured should he go into a sport, for example. If he goes into a game and is injured, he assumed the risk of injury.

I recommend that building principals see that a policy on what to do if someone is injured on the playground or in a building is worked out with the superintendent, an attorney, and a physician in the district. It really helps when teachers know what to do. You have a duty as teachers, a responsibility to students, to do something in cases of injury. Generally speaking, you should get involved with administering first aid only in an emergency situation. This is changing somewhat with new safety regulations that are coming.

Only in an emergency situation should you give first aid. When does an emergency exist? This is the kind of thing you should go over with a physician, your school nurse, and an attorney. Should you get involved, should you move somebody when they shouldn't be moved, should you not take somebody someplace when they should have been taken? These are the kinds of things, problems, you can get into.

If you have a building policy, then follow your building policy. Most school districts have a policy that if something happens on the playground, the student will stay there, the school nurse will be contacted, or an ambulance will be called. Very few schools are taking any chances these days.

Some of you are in outlying areas where you may not have a hospital or an ambulance. What would a reasonably prudent teacher do in your situation? What would a reasonably prudent administrator do? This is the kind of unique thing that should be worked out for your school.

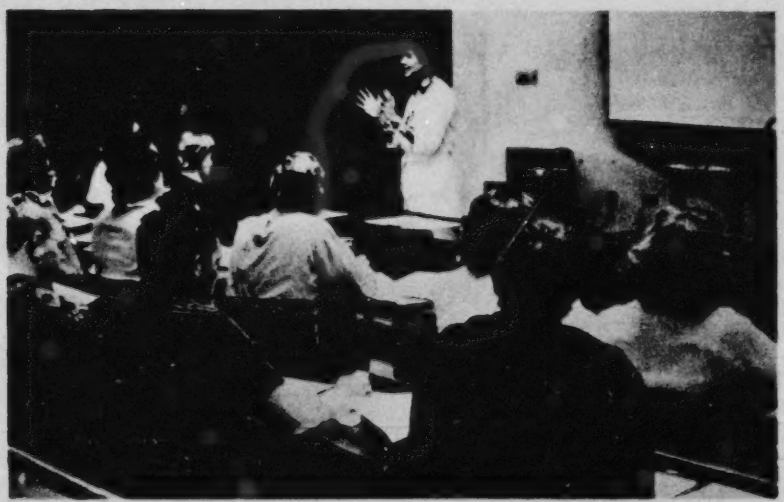
Generally speaking, do not get involved in giving medication to elementary students. Once you assume that responsibility, and you fail to do it, you are negligent. I say generally. Many of you may be in isolated situations where there is no other way than to give the medication. There is just one kid, you know him, and you are willing to do this. It is the only way that person can get to school. There are exceptions, but, generally speaking, once you get involved in this sort of thing, and do <u>not</u> do it, then you become negligent. Most schools have a policy that says, "We don't put on bandaids." "Teachers don't put on bandaids." "Teachers don't give aspirin." If possible, work such things out with a good school attorney, a physician, and the school nurse in your district.

PREVENTING READING FAILURE

Dr. Ethna Reid
Exemplary Reading Center
Salt Lake City

I do not know how anyone could teach without a stop watch. What is the maximum capacity when your children are turned on by what they are learning? How much can they do in a day? How many letters can they write in a second? If you do not know, I do not know how you can teach. How do you know if you have taught anything more the next day? How do you know if you have made a change?

I represent a center that began receiving federal funds in 1965. We are grateful that we have received a variety of federal funds and that they have continued so we could pursue one endeavor. Prior to establishing the center, we were able to establish a reading clinic and to engage in some interesting research pertaining to the effectiveness of teacher behavior in the teaching of reading.



Years ago, educators would turn to materials to take care of achievement differences among students. Then national data began saying that materials are really inconsequential as far as teaching effectiveness is concerned, that the teacher is the one which makes the difference.

As a teacher and a principal, I must have felt that we had little to do with the gains our students made in

school. Now, I know very differently. In fact, it was some of those early research studies before the center was established that gave us a look at different teachers and their abilities to either prevent reading from occurring or to prevent children from learning. There are teachers in both these classifications.

I am sure if I had to be here as a result of my effectiveness as a reading teacher, I would not be here. When I entered the elementary teaching profession, I had completed two three-quarter classes, "Teaching Reading in the Elementary School" and "Teaching Language Arts." These were more preparation for teaching reading than the typical elementary teacher had. In neither of these classes was I ever taught how to teach reading. I was taught what children's literature was. I was taught how to make puppets and things that I am sure were valuable for me to know, but I never was taught how to teach someone to read who didn't have any reading skills. There was nothing on teaching reading in my background as a secondary teacher. I do not even know if my students in high school could read. I was a history teacher; I do not know if they could even read the text. I never questioned whether they could read; it did not even enter my mind to do so. Secondary teachers today are recognizing that they are first reading teachers and then something else.

I am grateful that we began research that now has great meaning for students. I hope that it is making up for the lack of instruction that I, as a teacher, provided my students. This early research actually came about as a result of looking at material. In Utah, as long as I have been in the profession, school districts, schools, and teachers have selected the texts that they wanted to use. So, years ago, we designed a research study for evaluating the effectiveness of reading materials. You select those materials which produce the greatest gain for your students in your school, in your state. In designing this research study, we discovered that to evaluate the effectiveness of reading materials we must have a high control of teacher behavior.

We decided, if we were really going to research the effectiveness of a reading program, we had to know exactly how the authors of the programs felt they should be taught. We devised, with the authors of each of fifteen different reading programs, a Fidelity Rating Chart. We had to make sure that all the teachers were well trained in the method being used, that all had the same number of hours of background instruction, and that they were watched very closely all year. Three years later, we had identified, among several hundreds of teachers involved in the study, teachers who made gains above predication in their teaching of reading, teachers that were better than average, who took their children above predication.

In another study, we looked at the effectiveness of teachers based on the gains that pupils made above predication. The use of predication in educational research is very common now, but at that time, it was not. We discovered that there were some unique kinds of teachers.

The Center has been in existence some ten years. Hundreds of teachers throughout our state, and other states, have allowed us in their classrooms with computers, counting second-by-second everything they did all day, day after day, year after year--trying to identify what it was in those teachers' behaviors that was uniquely different. We have engaged in other kinds of research studies. We have computerized sheets, we have profiles, and we can tell you exactly if your behavior fits a certain profile, exactly how many months gain above predication your children will make. It is that precise now.

We can teach teachers the necessary exact behaviors for taking children to or above predication. We have now received federal funds to program the teaching of critical teacher behaviors and to program kits so that we do not even have to be present in in-service training. Three districts in Michigan have been using our kits. The superintendent called me last week and said, "We just got our fifth- and sixth-grade data and 83 percent of our students this year went above predication. The average month's gain above predication was 8.7." Exciting. All you have to do is get those teacher behaviors incorporated into your teaching. You will not have a failure in reading. Your students will score higher than you ever have seen students score. You are not going to have any slow students, and you are not going to have any failures, but you are going to have your bright kids skyrocket.

We have been trying to support ourselves, outside the funds of the research, by doing in-service education with local districts. We contract our services with them and with state school offices. If we are going to get a contract next year, we cannot be theoretical. It has to work more effectively than what the teachers were doing before, or they will not do it a second year. I think that it has been a very good thing for us that everything we have learned in research has had to apply directly to the classroom. We do our in-service training by teaching with the teachers. All we do all day long is teach students. We work right in the classrooms with the teachers. We conduct classes and we do workshops, but all day long we are teaching with teachers. This is what districts buy from us.

Now you are curious about teacher behaviors. There are eight of them. The first one is the teacher deviates. How did teachers in our study deviate? They had to provide additional practices beyond what any one of those fifteen reading programs provided in order to teach some students.

The research told us that the effective teachers, those teachers who did not have failures, were providing more practices than any of the materials they were using provided. This started us looking at how you really get mastery in students, what do you have to do so that someone really learns. It is your responsibility that everyone learns.

The second teacher behavior is perfect practice in the least amount of time. In our early study, so that we would not be unfair to one reading program or another, in evaluating teacher differences, we had the teachers keep a daily time log. It took us five months to develop it with IBM. It had to fit all fifteen reading programs. The teachers each day kept track of the minutes spent in specific teacher-directed activities in language arts instruction. We discovered that the most ineffective teachers were spending the greatest amount of time. That did not seem right, because time is supposed to be a correlate of success. Common sense should have told me to leave out the time logs of the ineffective teachers . . .Practicing something does not make it perfect, particularly if you are practicing it incorrectly. It has to be perfect practice and then it makes perfect. Well, that is what the data was telling us. If you do not know how to teach reading, you might as well not teach it. You could teach it all day long and not make any gains.

When we put into the computer the time logs of the effective teachers only, what great differences there were, depending upon how long they taught reading during the day. In fact, there was a statistical, significant correlation. Those teachers who were spending the greatest amount of time were getting the greatest achievement gain. Time is a critical correlate of success. When we sign a contract with a school district, we only want to know how much time can the teachers spend teaching language arts. How much time can we be in their classrooms working with them? The time spent in reading instruction is critical. Time does not matter though if it is not effectively used.

The third teacher behavior is the ability to so structure a classroom that students are highly motivated. This was the first behavior we picked up from our computerized classroom observations. The data said that teachers who promise contingencies and carry them out make the greatest achievement gains in reading. The first thing we teach teachers is behavior management principles or laws that are going to either affect the gains of pupils or prevent them from learning. This is probably the most exciting field that any teacher can get into, because you can easily affect achievement gains by affecting student responses.

I do not know how anyone could teach without a stop watch. What is the maximum capacity when your children are turned on by what they are learning? How much can they do in a day? How many letters can they

write in a second? If you do not know, I do not know how you can teach. How do you know if you have taught anything more the next day? How do you know if you have made a change?

I have on my desk some computerized sheets for three teachers in the Alpine District near us. If these three teachers had continued teaching for 180 days as they taught for three weeks under our observation, they would have received less responses from their students in 180 days than they got in one day after they started using our program. If you can get children to do more in one day than you would in 180 days, aren't they going to make gains? There is nothing magical about what we do. It is just that we have developed the principles of learning that all of you know into a management system that is easily used. You know exactly what you are teaching and what you are teaching everyday.

The fourth teacher behavior is the ability to do instant diagnosis and prescription. In a research study, every reading teacher in Utah and his or her pupils were tested. It was discovered that there was no correlation between the ability of the teacher to diagnose and prescribe and the gains that the pupils made. This goes contrary to everything we believed about individualization. If you individualize, you identify for individuals what it is they do not know and teach them those deficit skills. But, there is no correlation between individualization and pupil gains. We discovered, after three years, that it was the length of time it took to go to the reading instruction files that made the difference in pupil gains. So, if it takes too long to do something in your classroom, there is no purpose in doing it. Time is critical. It took two minutes to go to the files, pull the materials, bring them back, and give them to the students and have the students do them. That is too long if you want to make a statistically significant difference. We teach teachers to do instant diagnosis and prescription. Teachers can do it in less than fifteen seconds. The children respond in those fifteen seconds, and the gains come. Fascinating.

The fifth teacher behavior is the ability of the teacher to elicit responses. We discovered in our observations and through a statewide study that you must elicit responses from your pupils if you want them to learn. I mean overt responses, responses that you can see, hear, and measure. [At this point, Doctor Reid took the participants through a demonstration of a teacher eliciting responses from students. She used single untimed, multiple untimed, single timed, and multiple timed responses.] . . . Did you know that as I was teaching these words, I was eliciting only single, untimed responses. That is the slowest possible way to teach--the teacher makes one request to get one response. It is very time consuming. A multiple untimed response is far more effective. When the teacher knows there will be difficulty with a response, she asks

for more than one response with one request--spell and repeat "ciscisbeo" three times. Now, what are timed responses, and what is the value of a timed response? Well, there is the time it saves, but there are other reasons, also. There are only two ways you can time in the classroom. You can maintain a number of responses, uniformly for everybody, or you can maintain time uniformly. You need to structure your classrooms, since time is so valuable, so you always know how many responses you are getting or how much time everything is taking.

. . . If you want to increase the rate of a task, increase the length of a task. When you had to read thirty words instead of ten, you read thirty in less time per word than when you read ten. That is different from the way we teach. If someone cannot do something, what do we usually do? Make it shorter, not make it longer. That is not what our research data says to do. Increase, never decrease, the expectations.

A research study at UCLA found that if you want to increase the effectiveness of the student who is learning to read, you must not only get overt responses, but the more kinds of overt responses you get at the same time, the greater the learning will be. Timed responses are critical if you want to change the learning rates of your students. So, the sixth teacher behavior is the ability to correlate the language arts program. I am going to be more effective as I elicit responses by eliciting the same or more kinds of responses simultaneiously. In other words, if the children will learn to read more effectively by spelling aloud while they read, then that should be the spelling program. If the children's oral language will be enhanced by reading orally, then have them do that. If they need to write what they are reading in order to read and write more effectively, then have them do that. Correlate your language arts program. In doing so, you will save considerable time and have greater gains.

The seventh teacher behavior is that the teacher moves from prompted to unprompted learning. [Word recognition directives were demonstrated from sample materials. The participants also performed under direction in a word recognition drill.] . . . This type of teacher behavior is critical for success in teaching reading.

Behavior number eight. This teacher has high mastery expectations. I hope that after this meeting, you will never be content to have a traditional classroom again; that you will say to yourself, "I am going to do everything possible to have a mastery classroom." They are different. A mastery classroom is a classroom where the teachers no longer expect to grade on a normal curve. If you know what it is that you want your students to be able to do and if you know how to teach them, there is no reason for anyone not to be successful so you cannot grade on a curve. Mastery classrooms are where 98 percent of the students are

accomplishing at the level that previously, in the traditional classroom, only 10 percent achieved.

Everyone can master. There is no correlation of IQ with mastery. We expect 100 percent mastery regardless of the student. Can you imagine what it would be like to be a student in a mastery classroom where everyday he was getting subjective and objective evidence that he could learn as effectively as any other student in the classroom? And they do. The teacher in a mastery classroom knows every student can learn and makes sure he does. Our mastery tests require students to read 100 percent perfect within a time limit. This eighth teacher behavior is the most exciting of them all.

DEVELOPMENTS IN SPECIAL EDUCATION IN OREGON

Dr. Jim McLeod, Springfield School District

Classroom teachers today are faced with more responsibility and more is expected of them than at any time in our history. At the same time, more supportive help is available and more is known about how children learn best.

With the passing, two years ago, of H. B. 2444, a census was authorized in Oregon to determine the number of handicapped students not attending school. The law further stated that school districts must provide services to these students. Findings from the survey showed districts in Oregon had reported nearly 8,000 handicapped children who were not receiving an educational program in 1974. The burden of teaching these children will most likely fall on the regular classroom teacher.

Three common methods in teaching handicapped children today are:

- Mainstreaming--the child stays in the regular classroom where he can best be helped.

- Restricted service--students are kept in the regular class as much as possible. They may go for short periods to a resource room or remedial teacher.

• Self-contained classroom--students stay the entire day in the classroom and are taught by a special education teacher.

The trend is to reduce the number of self-contained classrooms and push for mainstreaming and resource rooms. This being the case, the classroom teacher needs assistance in learning how to deal with handicapped students. The Oregon Department of Education has a program of resource or learning centers. The program is an exciting one and should provide much needed help for students and classroom teachers.

The program has already been started with pilot programs in Douglas and Umatilla Intermediate Education Districts. These two programs have proven both successful and popular. In both programs, a resource specialist provides classroom teacher support by serving as an instructional planner, as an informational resource, and as a teacher trainer. These specialists assess the learning needs of students, prescribe individualized learning programs, and help teachers devise strategies. Methods and materials are prescribed for teacher use. In-service training for teachers is conducted on an "as needed basis."

The Oregon Special Education Department is developing different methods of defining handicapped children which will place the handicapped student in general rather than specialized categories. Also, they are planning new certification standards allowing teacher training institutions to educate teachers of handicapped children as generalists. The future special education teacher will be a resource teacher capable of providing assistance to regular classroom teachers.

Small schools will most certainly be faced with meeting educational needs of handicapped children in regular classrooms. Most of these children will be students with learning disabilities. These children are usually on the go all the time. They may be full of energy or lethargic. Hyperactivity takes two forms: sensory hyperactivity, which is most significant to school achievement, and motor hyperactivity, which often creates management problems in home and school.

Sensory hyperactivity may cause the child to respond to unessential or irrelevant stimuli. This behavior characteristic may be due to cortical brain damage. It also may be a learned type of behavior employed by the child in an attempt to provide a cordial relationship with others.

Motor hyperactivity is the child's inability to refrain from reacting to stimuli which produce or prompt a motor response. The child wiggles, squirms, and never seems to rest or relax. When a child with motor hyperactivity has a program planned for him, this characteristic has to be taken into account. Small tasks, short study periods, and meaningful

reinforcers or rewards are often of help.

The child with learning disabilities often confuses left and right, up and down. He is likely to reverse letters and words. He often has trouble with the proper placement of letters in spelling. If a child cannot achieve success in the academic world, he may well become a success at being a behavioral problem.

Early identification of a handicapped child's disability and providing him with success is the key to an effective educational program. With the assistance of a resource specialist and, most important, the determination of the classroom teacher, this can be accomplished.

CONSTRUCTIVE REBELLION

Dr. Don DeLay, University of San Francisco

The small schools, in a relatively small state, have a better chance to do some good things than any other schools I know of . . . I still think the small school is one of the few places left where the potential for freedom exists.

You cannot take institutions seriously. They are just blocks of stone and halls. The people in them? Let's see what has happened to counseling. You come up to a counselor and say, "What do you do?"

"I'm a school counselor."

"I don't know any school that needs counseling. How about students?"

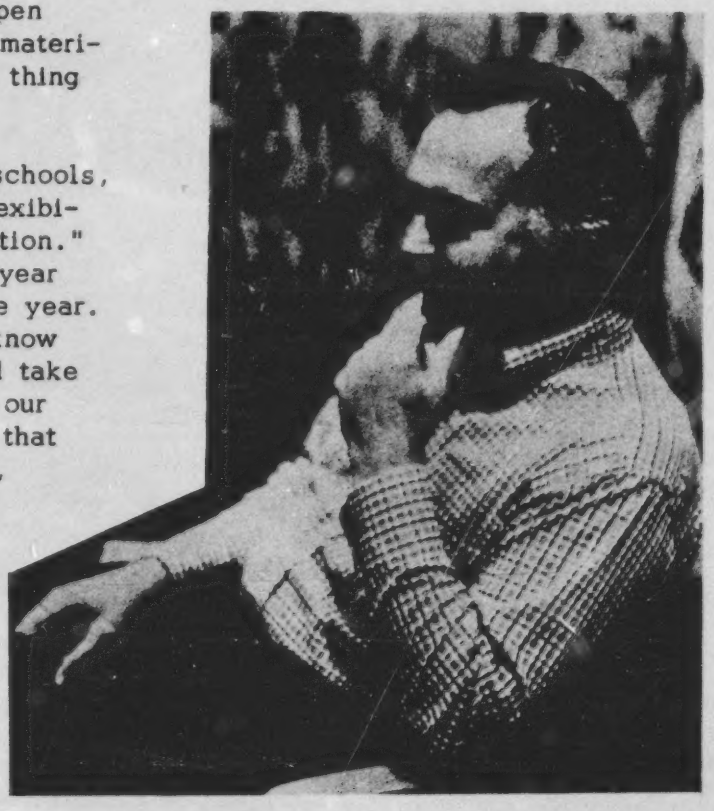
"Well, that's what I mean. I counsel students."

It used to be, before we had counselors, a kid would come up to some teacher of his choice and say, "Hey, I've got this problem." And the teacher would say, "Yes?" In the big schools now, they say, "That's a counseling problem."

In small schools, you are trying to get counselors. You have only ten or fifteen teachers on the faculty, and there is nobody who can make a case for counselors. That is a blessing. We have institutionalized counseling into school counseling.

That is what I'm saying about taking an institution seriously. Pretty soon you start feeling good about being teachers. Teacher is a role. You ought to start feeling good about being a person in a school working with other folks that aren't as big as you, that you ought to be kind to. If you start making them students and you teachers, then you are talking about a social role in an institution--that is an object [Refer to diagram, page 57.] That is where our troubles begin.

The year I went to Stanford the word was "flexibility." The major words usually stay in the language. I ran around getting people to vote to do something flexible. Three years later, they were still saying "flexible," but I couldn't see any difference any place, nothing had happened. So the bottom line of all our ideas always comes out as "no significant difference." Rather than get upset about it, we get a new word. We get a word like "openness." Openness is being recycled. We are going to have openness again--open schools, open classrooms, open materials, open everything. The same thing happens as with flexibility.



In ten years of working with schools, I recall that we went through "flexibility," "openness," "individualization." Each of these had about a three-year cycle of power; one was only one year. It was "relevance." We didn't know much about relevance. We could take flexible out and put openness in our publications, but we couldn't do that with relevance. It was a human, social, subjective word. We said everything we knew about relevance in a year or so, then got rid of it quick.

On the heels of relevance came "accountability." I have heard that Oregon has some of the

same troubles as we have in California. We are legislating accountability. We are going to make a lot of people objectively accountable. This year accountability has been passed into law; therefore, no one pays any attention to it. It is kind of gone. Before it was law, everybody was really excited. I used to have people say, "Don, come and help us with our ____ bill." "We have to get our objectives because they are going to evaluate us on objectives." After "objectives" came the word we are into right now. You see all kinds of articles about it, everybody puts it into everything. It is "alternative." We are going to have alternative schools, alternative teachers, alternative curriculums, alternative students, alternatives within alternative. Alternative is finishing a three-year cycle and already a new word is coming up, "shared decision making."

We are going to have shared decision-making, we are going to negotiate everything. We are going to share decision in curriculum and in teaching. We are going to share everything. Do you know what the significant difference will be? Zero. If you are not careful, you will do what they have done in big cities. They are sharing decision-making right into a corner. They have relegated themselves to the lowest level of job by their own negotiation. You must be careful of that.

How many teachers here are ready to stand up and negotiate for more responsibility, more pain? No, we are comfort seekers. That is why we like strong principals. Somebody says, "Do you know why all these PE guys are principals? They don't know English, and all that good stuff." The reason is that they are strong, tough, and can stand up in front of us, and take the power off.

The word "change" was whipped up by sociologists. It has to do with institutions. We keep wanting to make ourselves institutions. I would suggest that you drop the word "change." Change is a word that means exactly the same thing as learning. Learning is a psychologist's term for change because learning is a change in behavior of which the learner is aware. So we have "change," and we have "learn." We can also have "live." [Refer to these words on diagram.] How do you define "living?" Changing. It is called "homostasus." Anytime a living organism is changing it is alive. As soon as it stops changing, it is dead. I would take that analogy to intellect. Anytime the intellect is moving and changing and grooving, it is alive. Anytime it stops it is dead. So we have changing, living, and learning.

You have all had philosophy. The truth of the matter is, philosophy is really very sound stuff. It really says, "To rebel is to live." Classic philosophy says that to say "yes" to something doesn't have any meaning at all unless the opportunity to say "no" exists. It is from that classic base that we developed the United States of America. That is the

purpose, the meaning, the fundamental base of democracy. "Democracy" is another word that we have pitched around a lot. "Gotta be fair . . . democratic." "Got to have a voice." "Going to share decisions now." That is a democratic thought. But, if you cannot say "no," then "yes" does not mean a thing. Just think of your personal affairs. It is the same issue. So, the act of rebellion, the ability to say no is essential to existence. So, to rebel.

I am going to talk now about "constructive rebellion." Schools are public institutions; schools are tough. That is why I think the smaller schools have a better chance. They are more vulnerable to human beings. Big schools are like glaciers, just crunching along, unquestioned. The people in them are in the glaciers, part of them, crunching along. Like for instance, there is no reason in the world to use grades. Have you read, "What'd You Get?" If you haven't, read it. It is a book that tells why you should never give grades to anybody for anything. Well, the point is, how do you challenge something like grades?

I would suggest to you that the small schools, in a relatively small state, have a better chance to do some good things than any other schools I know of. I spent five years in a small school, and I know something about what one is like. Also, I spent five years in the Small Schools Project of the Western States. I still think the small school is one of the few places left where the potential for freedom exists.

"Changing," "living," "learning," and "rebelling" are identical words; they are just from different languages. If there is no relationship between living and learning, then something is wrong with the learning. And changing and living and learning are identical. Now, let us expand the proposition of changing. [Refer to diagram.]

I want this "Mobile-of-Infinity" to be a tool that you can use to look at your institutional life, your existence in your school. It is something you can use by yourselves. No pain.

Do you know why the French artists use the mobile? It depicts life, balance, a philosophical view of life, and it is always in motion. Change is the definition of life and living and learning and rebelling. There are subjects--people--and there are objects--things. [Refer to "Subject" and "Object" on diagram.] There is this auditorium, and there is us, and there is this speaker. But there is also a door. You have a choice. We have a person and we have a thing. People are in process.

Now there is a word that we have really used in education, "process." [See "Process" in the diagram.] But a process by itself is nothing if there is no product. So then we say, "We're not going to do any more

of that." "We're going to have sensitivity." "We're going to get everybody together." "We're going to have humanism." That is the relationship of subject to object, and that relationship exists whether you like it or not. It is not something you can argue about. The western world has no other way to deal with it than "subject" and "object."

In the "subject," we say things. In the "object," we have to do things. The subjects tend to be tender and intellectual, tough, concrete. They have to be a function of fact. "Objects" do not exist until you do them. We have a lot of folks doing value clarification workshops. They say, "We have to clarify your values so you can promote values, so we cannot have more Watergates, so you can save the country." I want to give you a clue. A value is an "object." What they are really clarifying is their beliefs. The trouble with beliefs is that they do not fry up. A value does not exist until you do it publicly and stand beside it. You have done it; you stand beside it; you are responsible for it. Then that is a value of yours. Until a value exists on that level, it is just a belief. I trust you have good beliefs. But, what kind of values do you have?

People have "strength." That is a subjective word for energy. The object form of energy is "power." Power is defined as the amount of energy you can control. If the only person you have power over is yourself, then that is your own energy; it is a subjective thing anyway. Controlling the energy of other folks is the object role--function of power.

Here [Locate "Responsibility" on diagram.] we have responsibility. Over here [Locate "Accountability" on diagram.] we have accountability. If legislators, educators, and psychologists knew something about philosophy, they would not be dictating accountability without responsibility. There is no way you can make someone accountable for something that he is not responsible for. Because you are human beings, subjects, you are going to be in some form responsible whether you like it or not. Without responsibility, you can shuck accountability.

Let us see what makes subject and object function. Here is the place where you can start to analyze what is happening in your schools. We communicate, or we are in fear of. [See "Communication" and "Fear" on diagram.] Remember, fear is something you will not admit. When the superintendent sends you a note that says, "See me," you say, "I'm not afraid to see that old fool." But, you are lying.

What we used to do in the process jig was to push interpersonal communication. Because we are persons, we love it. That is a subjective function. You can get high talking to a friend. That is really a good thing. And fear goes down. You must not overload, but share things

gradually. The higher communication gets, the more commitment you have to someone. That is why marriages are so hard to maintain; the more commitment you have, the less fear you have, and the more potential there is to move toward the "object" product.

When communication is really low, zero, we bring it up to a kind of neutral by information. That is why information, by definition, is an "object." That is why you ask a superintendent, "How's the communication in your district?"

"Four pounds a week. See the stack of memos there."

You can measure it by the weight of the materials in his mailbox; object communication--reports, task forces, committee meetings with agendas and time limits, all of those things that we call good administration communication, that lift our communicative functions up to neutral. These things get us to where we are communicating on the "object" level, where we are producing fear. If communication goes to zero, fear goes up to where it is admitted, then you have where it is really productive, pain. [See "Personal Pain" on the diagram.] Why is pain productive? Pain is productive because whenever a person admits he has some pain, he will believe he can do something about it and will do something about it. That is an essential human quality--to do something. Although we have always avoided pain, it is the source of our most productive functions. If there is hurt, and you avoid it, that is dangerous. That is what institutions tend to do because, institutionally, they neutralize this human process function. Rather than a positive move toward production, they use the neutralized process. Human existence begins to flatten out.

The process has to move toward some product. The school has some object of existence. We can either control it, or we can consent. I did not use "motivation." Motivation has a fairly reasonable meaning in Webster's sense, but what it really means in educational terms is: How do we get someone to do what we want him to do without his knowing it is us who wants him to do it? That is a manipulative idea; it never works well because there is no population in the world more able to deal with manipulations than the young. They have no social calluses and they have built up no social fears so they have a big advantage over us. They tell the truth, especially to one another. This makes them a powerful group. They have not learned to lie yet.

If the mobile motion goes toward production, we move out of fear towards trust. The closer we get to trust, the more willing we are to lower controls. The more we lower controls, the more potential there is for consent. If we have the negative of fear in our process, then we raise our controls. We are fearful, therefore, we need controls. There is no

reason for controls except fear. If we were not afraid that everybody was going to crash at an intersection, there would be no lights.

So we get this fear function with high control. When high controls come up, consent goes down. Do you know what the word is for low consent? Lazy. And the word for high control is comfort, the opposite of fear. If we have schools that are neutralized in their process, that have high control comfort, we are fundamentally lazy in our production. We are avoiding pain. Pain always leads to joy because you do something about it. The definition of joy is overcoming pain. You cannot explain joy in any other terms. But the reciprocal of comfort is anguish. The worst pain of all, eventually, over a long period of time is the anguish of no voice in our existence. So comfort is the most dangerous drug that exists in an institution.

Avoidance of personal pain for comfort happens with persons, groups of persons, institutions, groups of groups working together.

This [by use of the mobile] is the way you can analyze your school. You do not have to have any special competencies. Just ask yourself, "How many of the people in my school do I talk to personally?" I am not talking about parties, get togethers, sharing a hot dog with somebody. Because you attended a party, shared a hot dog, does not mean that you shared any communication. These kinds of things, parties, often are comfort-seeking devices, to keep from having to deal with people on personal grounds. When I speak of inter-personal communication, it means that some pain has been shared, talked about honestly. How often does this happen in your school? How much real trust is there in terms of human beings, especially the faculty? Do you like the controls that you have? Are you willing to give up controls and gamble on people doing things?

Learning is based on the unknown. It is asking questions, not finding answers. Learning is a consent [See "Consent" on diagram.] function. If you consent high enough, it is called a risk. If you are absolutely sure something will work, it probably is not worth doing. So it is <u>not</u> only a risk, but it is not very valuable. If you are absolutely sure something is going to fail on its face, you are foolish to do it. Doing it is not a risk. If there is a good doubt to support you, do it. That is a risk.

Traditionally, we have always come at educational problems the following way. We have always said, "We have to get the folks together. We have to talk so we can make some decisions, take some action." Then we say, "How about a flexible schedule?"

And the folks say, "Wow, hurrah!"

And it passes 97 to 3. But there is not any real risk. This is just information that was voted on. Nothing is really changed, except that a lot of energy is used up. If you keep using up energy, then power becomes a necessity. [See "Power" on diagram.] Power is the control of energy. Pretty soon there are a lot of educators saying, "That is an administrative responsibility." Almost every negotiated package that I have seen, has in it unnegotiable administrative rights. They always turn out to be personnel and money, the only two things that make any difference. So we negotiate those things that will not make any difference anyway. We leave personnel and money right where they always were. Negotiations will get you no where but into a corner. How many teachers are willing to take the responsibility for personnel? That means firing your compatriots, being responsible for the way money is spent. What comes out of the use of that money? Do you know how many teachers belong to the union? Every single one of them belongs. That is seeking comfort. Someone else to do their power trip. So we have two institutions beating each other to death, and we think we are saving ourselves.

I am interested in education. I believe in it. I think it is an institution that can be saved, and every school that does better is helping the whole proposition. The small schools in this state can do as much as those anyplace because they have faculties of ten or twelve or twenty. In a school with a faculty of more than two hundred, you cannot find anybody after two-thirty. After one o'clock, you cannot find many students. You do not have this situation yet.

We have always attacked comfort with the thought that we are going to have people do something with an object. Perhaps it might be sensible to attack the real criminal, <u>your</u> comfort. Are you ready to attack your comfort? There are some dangers in doing so. As soon as you say you are interested in doing something that might create some pain from comfort, people will begin to isolate you. Then if you say, "I'm going to do something about it," they will start to reduce the opportunities for you to act. They will neutralize you. If you do it anyway, they will destroy you. You will be isolated, neutralized, and destroyed if you mess around with people's comfort. The institution is dangerous. If you do not like danger, then stay comfortable.

I will give this definition of rebellion. If you are a conservative, you have chosen a hill that you will defend to the death. The reason that you will defend it to the death is because the only conservatives that exist are people who were once revolutionaries. When you are a revolutionary, you choose a position, and you either win or lose. Historically, the winner of a revolution becomes the new conservative. There isn't

anything you will fight harder for than something you have won.

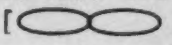
A rebel has one choice, and he has made it. A rebel who is living and learning and changing still has the choice of saying "no" as well as "yes." Therefore, yes has some meaning. A rebel can make choices. So you choose what hill you are going to stand on, and stand on it. If the water gets too hot, get off, and celebrate your failures. Do not let them trap you on that hill because then you become a revolutionary. You only have one choice left, and revolutionaries are fair game. Revolutionaries can be shot, so do not get trapped. Do not feel bad when you lose a battle. Live to come back and climb another hill. Some current examples of rebels are Ghandi, Caesar Chavez, Ralph Nader.

The point is that you must have maximum choice in your existence. Do you feel that way about your school and your existence in your school? Do you have maximum choice in your existence? Is there room for improvement? Do you have energy as a human being?

To live, to learn, to exist, philosophically, there has to be a subject and an object. There has to be you.

Remember that this [diagram] is a mobile, that it moves. If you get very high on process, then you get subjective tyranny which is low production. [Locate "Subjective Tyranny" and "Low Production" on diagram.]

If you have a real tyrant, you have no process so you get straight-on tyranny. The tyrant is running it, and you can either like it or lump it. That is straight-on tyranny as opposed to your own. Both of them are low production. There are no productive functions going on in our society unless there is some kind of agreement, some kind of balance between our subjective selves, our energy, and our control. The anarchy of no control is just as low a productive state as the tyranny of absolute control and laziness. I am saying that the subject should be primary, the object secondary, and that there must be a relationship--subject to object. If we have process with no product, it is dehumanizing.

To go back to the philosophical concept of the mobile. You have a means, process, to a human end-in-view product. [Top line of diagram.] You decide what you want your life to be and you have a means to an end. In Western thought, we have always had a means to an end and we defend our end-in-view, and that creates comfort. It is your experience, through risk and the questions you ask from that experience that makes the reciprocal. In philosophy, the logic is that a means to a human end-in-view leads to experience, reciprocates, as in this symbol of infinity. [] It is the basis for all thought or existence.

Now I want to transpose this into what I call the functions of learning and how they apply. Remember, I am thinking about learning, living, rebelling, and changing. They are all the same thing. Subjectively, I want you to be concerned about yourself. Everything that you have is energy, and, therefore, the source of all energy, us, comes from your own dignity, the way you feel about yourself. That was the goal of process. A process is essential to get communication, to get trust, to get some products that you can risk. If you risk too high, it becomes pain, it starts over, it reciprocates. You always have to have some reciprocation, not feedback, but philosophical reciprocation. It starts with dignity--the way I feel about myself in any context.

The whole theory of self-esteem is built around the idea of how some significant other feels about what you are doing. That is the most powerful reinforcement there is. Therefore, I do not get into extrinsic reward models. I am dealing with concern for others. It is the basis of our subjective existence. Ourselves and others and how we feel about ourselves has to do with the way we feel about others in context. Those two functions, related, have to do with the kind of choices you make.

A choice does not make a "hill of beans" unless you do it--participate. The object functions of action are on the lower half of the mobile. They are acts, you do them. You make a choice and you do it. At what level do you question? Questioning your own experience, through your own context of human existence has to do with the way you feel about yourself. That is the reciprocal. So, we have an end-in-view--our ownselves, our dignity, our existence, our concern with others, and a means--a choice that you participate in, that is a real value of existence, that you question, reciprocate. And then you are back into philosophical infinity.

I am talking about learning and living and changing and rebelling. Existing. The behaviorist says, "Learning is behavioral change." I say, "Learning equals information, plus personal experience, that yields a personal meaning, that yields a personal behavioral change that we will question.

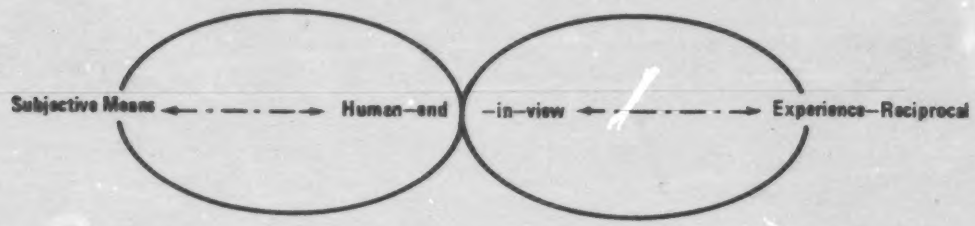
As you move from your own personal meaning to your own personal experience, you have experienced something. You have experienced some information, some fact, something that you believe in--you experience it. This object-subject form is what school is all about. Here is what teachers are really into. How do you get the student to own the information you give him, how experience it personally so it has meaning to him? How do you reduce the object function and increase the subject function? That is the purpose of school.

If you have wisdom, you will challenge your own experience. That is really what a rebel has to do. He has to own his experience and understandings in the truth of his own critical conscience. In critical consciousness, you challenge the truth of your own heart. It has nothing to do with your subjective intellect, but your conscience where values really exist, where responsibility occurs. It is not your head that makes the difference in an institution; it is your heart.

With this mobile of infinity, you have a means of viewing your school. You do not need any more than it. There isn't anybody who can read and write and think a little who cannot use it.

[To get the full impact of how the mobile of infinity works in an actual school setting, you are encouraged to listen to the tape of Dr. DeLay's presentation in which he describes his experience with it in a school district. The tape is available from Don Miller, Small Schools Specialist, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.]

MOBILE–OF–INFINITY



S
Subject
Self
Person
Process
Say
Think
*Personal Belief {strength energy}
Responsibility

Person	Change	(Soc.)
Group	Live	(Bio.)
Institution	Learn	(Psych.)
	Be/Rebel	(Philo.)

O
Object
Social Institution (rules)
Thing
Product
Do
Act
*Power (Role): {student teacher administrator}
Values (fact)
Accountability

(subjective tyranny)
(object tyranny)
S/O Balance =
Participation = High Productivity
low production
low production
Personal Dialogue
Personal Pain
(+)
Comfort
Risk
Communication
Fear (–)
Control
Consent
(Neutral Zone)
Information
Trust (+)
Freedom
Lazy

The mobile is a tool to help analyze yourself and others in an institutional setting—like a school.

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PACESETTERS

Bob King, Superintendent, Meeker, Colorado, Schools

Several things are being done in career education in Colorado. The typical things are in-service credits, extension courses, and workshops. A state plan has been created with K-12 implementation of career education. There is not money to go with the plan, so if it is implemented it will probably occur teacher by teacher. This is happening now--a slow process.

I have learned the last twenty-three years that the ruts in education are deeper than I thought they were. It is hard to get anything injected into or ejected from them. Yet, there are places where teachers are integrating career education in their classes. Statewide, career education is pretty much devoted to meetings, advisory committees, councils, and in-service credits. District by district, if anything has occurred in career education it has been within the past two years.

The satellite demonstration project beamed television to many rural schools in some eight western states. Ours was one of these. A tremendous career education program was broadcast for junior high kids and high school freshmen. We utilized the course four days a week. On the fifth day, there was an interschool discussion among schools in the various states. This series was great. It exposed rural students to linemen working on telephone poles in other areas, people working on the water system in Los Angeles, fire fighters in different localities. We tape recorded all the series on cassettes so we can use the program in future years even though the satellite has now moved to India.

The reception and the technology were beautiful. It was fine color

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television--we are used to spotty television in our area. The picture was very good, and we were amazed that the students viewed the televised programs with greater interest than they do movies. About 450 films accompanied the broadcasts. Our elementary students from kindergarten on viewed these.

Also, within the Western States Small Schools Project, there was a project called the integrated career development curriculum (ICDC). I have a brochure on our experimentation with implementation of this curriculum. The objective of this project was to put out career development units outlining a curriculum in career education. It covered career awareness and career decision-making. We started with guidance but ended with career decision-making as the second goal. The third goal was basic technology for which we worked out a number of self-contained units that can be used individually or with a group, or integrated into regular classroom work. We experimented with this curriculum. It is a tremendous curriculum. The money for the project ran out before it got very much field testing. We have all the materials and the units in our school. There are some great units on career decision-making. Also, there are many unit-by-unit materials. We want to work with these more because we think they offer a real potential in career education.

We want to work out a graduation check-sheet which will indicate which units the student has completed. The record card which we have developed has seven objectives and seven units. Some of the units will be done in various classes, but they can be checked on the record card. This will be as important to graduation as the present semester hours. I don't think this approach is wholly different from your approach to the survival skills. The ideas are similar.

Working out the idea requires a lot of work. Relating any class to job opportunities or to the economy would make education more relevant. We hope to work much more with career education. There is a lot to be done with it yet.

The ICDC project dealt basically with a secondary curriculum, but many of its goals and objectives could be accomplished at an earlier level.

One thing that we discovered with our vocational explorations in Meeker, was that much information about the world of work can be covered by high school students in a one-hour daily, non-paid job experience. This has been a very successful program with us. Many students have learned a lot about work and have gone into related fields or have not gone into related fields. A lot of career education will have to be tied into real-work experiences, real-life experiences.

The theoretical basis of this integrated career development curriculum was developed at the University of Utah. They have a curriculum model called the life involvement model which uses life situations. It is based on the theory that real learning takes place best in real-life situations. Many of our problems in education are due to abstract verbalization, to memorization, and other things on which we work many hours. The kids perceive these are not real-life situations so do not transfer the learning to life situations.

To develop this learning theory in school is not easy. It requires a lot more activity, a lot more movement, and a lot more projects. It means a less orderly sitting in rows, less keeping kids out of halls. People look at it and say that it doesn't look like education. Students are doint different things and going different directions. They are bothering people in the town and in the rest of the building. These sorts of things occur when you start using real-life experiences, but the power of the program is undeniable. Students do learn on the job.

Needs assessment, as we call it in Colorado, has come about within the past five years due to the Accountability Act and contract accreditation. Some of the work by the Northwest Regional Lab said the community ought to be surveyed first and be involved in determining what is needed. Basically, much of our experimentation was based upon tolerance in the community. I began work in Meeker when people weren't paying much attention to the schools so we were able to start and try a lot of things. We were careful though to get board backing. About the seventh or eighth year, we started to have a real retrenchment in the community. Board members were elected to get rid of modular scheduling, to get rid of some team teaching, to get rid of a number of things. After they were elected and looked things over, those same people didn't get rid of these things. They looked at all aspects of the educational program and found that a lot of people didn't want to get rid of these things, that a lot of people wanted them. It was a long experience, and I am a believer now in local needs assessment.

Our contract accreditation in Colorado starts from that basis. It is a new program. The community has to develop its goals and objectives. The state says communities must have some goals and objectives but they may have any they want. I think Oregon is proceeding somewhat in the same direction with your new graduation requirements.

We have worked with our community on goals and objectives. It has taken some three years just to get fourteen goals and objectives. They are not much better than those of the superintendent who, fifteen years ago, took a summer school course and wrote them up for the policy handbook. They are not a whole lot different from his. However, there is

an essential difference: anything we now do in school has to tie to these goals or be sold to the accountability accreditation committee. Now we can tie what we are doing to community goals and objectives. We can blame them, the community.

The committee did lots of surveys and questionnaires, but we feel good about them. They did a needs survey, on what we need to do the most, prioritized these needs, and we work on them. Some of them, I disagree with. But, I am working with the community, and the disagreement is not as great when we talk with each other. We worked out our whole program in a five-year sequence. We are going to sign our contract Saturday with the State Board of Education. They will visit our school district. We have a five-year plan of things we will work on at different times--grading systems, evaluation systems, and other things. This plan will be updated continually. We will update it every year and move five years into the future. It is a long-range plan for a local community--a paying attention to certain things at a certain time.

We worked about four years to get a little contract in which the State Department of Education and the Meeker school board agree to accreditation on the basis of our community developed goals and objectives. This contract will be modified each year.

I think the contract method is a good approach. It involves work. The superintendent, principals, and teachers have argued throughout the process that it is a bunch of paperwork and requires a lot more checking, that it is all going to be put on the shelf and nothing done with it. We wrote reservations into our contract. We put statements in the addenda as to what some people said: "It is no good at all." "It is a waste of time." "It would be better to buy books with the money." But we are going to work with our reservations. The state is obligated to help us lower our apprehensions.

In surveying the community, boxholder questionnaires were sent out first. Results were then tabulated. Public meetings followed.

In this sort of process, we look at the educational weaknesses, judge them, prioritize them, and then work toward correcting them. When the state comes in, they may detect something in some area which we discuss together. They are not the ones, however, who say, "This is your weakness because it does not meet somebody's standard criteria." Basically, we will meet 95 percent of all criteria, and always have, because most of them make a lot of sense anyway. But, we may meet criteria, even exceed them, and still be very weak. We may say that we're just not getting the job done by our local measurements. In other areas we may look very weak on the criteria, but everything is great. For instance,

we had lay librarians in the elementary, junior high and high school and one certificated librarian at the high school level. On the state review, we were told, "You know, you have to have a certified librarian doing the ordering of all books." Well, our two lay librarians were great at finding what kinds of books were needed. (The teachers also do ordering and recommending.) Things were going great, so we argued about it.

We asked, "That program you visited, do you see any weaknesses there?"

"Well, no, but it doesn't meet the concept that there should be a certified librarian making this kind of judgment."

They still think it is a weakness, but since the contract accreditation says local people will develop priorities, we can go along as we are and work on the things that we know are weak. I think we will spend our money and our time better than would some central authority.

LAW: IGNORANCE IS NO EXCUSE

Dr. Forrest Gathercoal, Oregon State University

[The following points were made by Doctor Gathercoal as he discussed topics introduced by those attending this concurrent session.]

If you run a bus service, then the children are entitled to use it whether you run it yourself or pay somebody else to do so.

The school board is responsible for hiring teacher aides. If they hired somebody that they know would be unfit, they would be negligent.

Once you assume responsibility for first aid or medication, you have an obligation to do it correctly. This is true for teacher aides, also, but most of the responsibility would be on the teacher.

Schools can do anything they want to do until someone objects. Then, once there is an objection, it goes through the process of going to the school board, the courts, etc. You can pass any rule you want to; if

you get away with it, fine.

The Oregon school laws have been published in two volumes with an index. Copies are in your district. They can also be obtained from the Oregon Department of Education.

Oregon law says that, except for eight specific reasons, all children between the ages of seven and eighteen years who have not completed the twelfth grade are required to attend regularly a public, full-time school of the district where the child resides.

Residence is a problem in some districts. Many districts, especially smaller districts, have people moving into them who live in communes. They bring little brothers and sisters with them and they will go to your school. If the children reside in the district legally, the district is responsible for their education. For school purposes, a child's residence is where his parents, or guardian, live. So, you may deny a child the right to go to your school although he lives in your district if his parents live some place else. If the parents say the child is in the custody of a big sister or brother, or whoever, then you cannot deny the child the right to go to your school. I recommend that you get a written statement from the parents in such instances.

Parents have a duty to send their children to school. There are eight exceptions to the Oregon compulsory school law (339.010 ORS). If you decide a child should be in school, you have to do something about it. There are laws to get them in school. If the parents will not send them, then the children can be taken from the parents; the parents can be fined, go to jail, or both. What is done varies from district to district.

Children being taught by a parent or private teacher for a period equivalent to that of children attending public schools do not have to attend public schools. This allows parents or private teachers to teach their own or someone else's children. Most states do not allow this; Oregon does. However, before children can be taught legally by a private teacher or parent, the parent or teacher must receive written permission from the executive officer of the school district. This permission shall not extend beyond the end of the school year in which the permission is granted. If permission is not granted, the person having legal custody of the child may appeal the decision to the school board of the resident district.

Children being taught by parent or private teacher must be examined in the work covered. Such examination shall be prepared by the State Board of Education and provided to school districts upon request. If the executive officer of the resident district determines that children are not

being taught properly, he shall order the person having control of the children to send them to school for the remainder of the school year.

Most people do not realize how much power the district attorney has respecting your school. He has awesome power; he will decide how the law shall be enforced. You have an action against your district attorney, a mandamus. It is an action you take against any public official. The court may then say to the official, "Do your job," or "Your job is to take action against this person." The judge could also say, "This is no big deal." "There are too many people doing this, and we would rather take action against people who are stealing or robbing."

Many district attorney's offices are spread very thin. To get their help with a kid is sometimes very difficult. So, many times, you run into problems in carrying out the law.

I advise every teacher and administrator when an attorney calls you and says for you to do this or that to give that attorney the name of your school attorney; have that attorney talk to your attorney. Do not talk with him except to give him that information. The best thing to do is to have your attorney deal with another attorney, not deal with him yourself.

We had a new court decision last year dealing with a school board that suspended some people from school. The school board members were sued and the judgment was against them. The supreme court upheld this decision. Now, we are going to have to buy insurance for school board members or they can lose their property.

During a suspension or expulsion, the student is entitled to an attorney. How about a student who cannot afford an attorney? Should the school appoint an attorney? Who will pay for the attorney? Due process can cost a great deal of money. [Suspensions and expulsions are discussed at length in Doctor Gathercoal's speach on Tuesday morning. See Part I, Major Presentations, of this report.]

There is a difference when you are acting within the scope of whatever you are doing and when you are doing something on your own. School board members can lose their personal property if they are not acting as a board but as individuals.

A lot of legal work can be done by one attorney or a firm of attorneys. They can help with such things as simple instructions as to what a prudent teacher would do, and the like, which will save you many hours. Attorneys are like anybody else; they get specialized in some phase of the law. So, go to an attorney who specializes in school law. If a

group of school districts would join together to get an attorney steeped in school law, it would be amazing how much time he could save them.

School districts under the new fair dismissal law are going to have to spend a lot more time hiring a teacher for the first time. They are going to have to get a lot of unmeasurable information that is very tough to get. [See Doctor Gathercoal's speech in Part I of this report.]

What kinds of things can you not do outside of teaching in your district that you could do in another district? Can you go to a bar at night? dance? be a waitress in a tavern in the next town? These have always been value things. You can do your own thing as long as it is optional, as long as people have an opportunity to either buy what you have or to not buy it. If you are delivering mail or selling shoes, it is a lot different from enforcing compulsory school laws. In the latter case, the parent or child has no options. I think you have a higher duty to those people, if you are a teacher, than you would if the child had an option of coming or not coming to your school. Teaching is different from other activities with the public because the public has no options to buy anything else. For years the courts have said, "Teacher, you must be more than a teacher. You must be a moral and ethical example."

You cannot deny a person a teaching certificate or a job because that person is a homosexual. However, if that person's homosexuality is disruptive to the educational process, then you can do something about it.

The court in an Illinois case pointed out that if alleged immorality is the basis for the discharge of a teacher, it is sufficient cause for discharge only where the record shows harm to pupils, faculty, or the school itself. The private conduct of a teacher is proper concern of those who employ him only to the extent that it mars him as a teacher.

How can you speak out as a citizen? The U. S. Supreme Court says that teachers have rights as citizens to speak out. However, they must speak out in general terms. Should you speak out in a newspaper or public pamphlet against a specific school board member, your immediate supervisor, or other people with whom you are working you can be fired quickly. You have rights as a citizen to speak generally, but to take off against your principal or board member is insubordination.

It is pretty well settled in Oregon, that students can wear their hair the way they want to except for health or safety reasons. The United States has always had what is called the police power of the state--the rights of the state are more important than those of the individual. Health and safety are societal concerns, so they come under the police power of the state. We say that everybody who goes to school will be vaccinated,

and we say everybody must go to school. Therefore, everybody is vaccinated. If there is an objection by some parent on the grounds that his religious beliefs are being violated, we can say, "Your individual or religious beliefs will have to go so society's interests can be maintained." The minute you can tie a school rule to health and safety, the law will back you very quickly. Rules about hair in shop classes can be justified for health and safety reasons.

About half the states have codes in which students can wear their hair the way they want to. The other half of the states, mostly the central and southern states, have hair codes that allow hair just so long. It depends on what state you live in as to how students can wear their hair. There has been no U. S. Supreme Court decision as far as hair cases go.

You have a duty to let your principal know if you see or know of something that is really dangerous. If the principal looks at the situation and says, "It's okay. Go ahead and use it, do it," then you are insubordinate if you do not go ahead. If you go ahead, and someone is injured, you are sued. This is why you carry professional liability insurance. You have a higher duty than to say, incidentally, while you are in the faculty lounge, "We have a dangerous saw over here." The principal says, "Okay, I'll look into it sometime." Then someone is injured. You have to do more than this; otherwise, you could be negligent. The principal could say, "But I really didn't know. You just said it was, and I just thought it was this or whatever." So, let the principal or your immediate supervisor know for sure.

Power is in the school board, that allows the superintendent, the principal, as such, to set up school policies, that allow you to come up with certain rules in your classroom. It all has to be within the whole structure--where the power is. The minute a principal says to you, "You do that," then you do that. If you do not agree, go through the grievance process. [See Doctor Gathercoal's speech in Part I of this report.]

Administrative guidelines have to be put down in writing. You have to publish the school policies and distribute them to teachers.

One of the tests for supervision is: Would the accident have happened even though you were in the room? (You were called to the telephone or to attend to school business.) If the same accident, injury, could have occurred if you had been there, you would probably not be found negligent if sued. But if there was a lot of rough house, more so than if you had been there, and somebody was injured, you probably could be declared negligent. It depends upon the facts of the situation. If it was a dangerous situation which you would not have let develop had you been there, and it developed because you were not there, you could be found negligent.

Anybody can be sued, but in order to collect, your negligence has to be proved. You are not responsible for all the injuries that occur, so you will not have to pay for all accidents. You do not have absolute liability.

TEACHING LANGUAGE ARTS IN ELEMENTARY SCHOOLS

Dr. Ethna Reid, Exemplary Reading Center, Salt Lake City

The eight critical teacher behaviors that I itemized this morning are summarized in the following six Strategies for Mastery Learning from the standpoint of pupil needs.

- Provide time for the number of practices needed and additional skills activities for those who need them.

- Prompt (model, demonstrate) so pupils respond correctly (and are able to make finer discriminations) and gradually fade prompts until they respond correctly independently of the teacher.

- Elicit responses from pupils. Allow them to do and say.

- Diagnose and prescribe instantly when incorrect or no responses occur.

- Believe they can learn. Expect high mastery (95 - 100%) levels with rate as a criterion. Allow them to move on in skills sequences as rapidly as they achieve mastery.

- Employ, consistently, behavior management techniques which most effectively extinguish incorrect responses, reinforce correct responses, and maintain them at the rate and mastery levels established.

The first and second strategies say that pupils need teachers who provide time for the number of practices needed and additional skills activities for those who need them. They need teachers who prompt, model, and demonstrate so they respond correctly. Our data shows that

teachers should not allow students to make errors in their learning. The fewer errors they make as they learn, the finer the discriminations they are able to make. So it is extremely important that you teach very explicitly and do not allow the children to respond incorrectly. Then gradually fade your prompts until the children can respond correctly independently. Unfortunately, independent responding cannot be identified in a group. When a child responds in a group, the teacher cannot tell whether the child can read a word at all. If you call on someone to respond individually, you cannot assume that he knows something. The situation is too highly prompted. How could he fail to respond correctly when the group has just responded correctly, and each individual, prior to that person being called upon, has responded correctly. So, when the child finally responds correctly independently of the teacher, it means that when he is by himself, when he now meets this word, or this thinking process, or whatever skill it is that you have been teaching, he can use it. Learning has to be in an individual setting; it cannot be in a group. You do not know anything at all about an individual in a group response.

If you have enough aides, adults, or volunteers in a classroom so that any time any student wants an answer, he can go to that adult and get the answer, when do you know that he has learned anything? Aides can be a real burden to a teacher unless they work very closely with the teacher because there has to come a time when someone has mastered something--when you can say, "He now knows this." This mastery of learning is extremely important. When we talk about mastery testing, you will see that there is a way of making certain that students can respond absolutely correctly, independent of any kind of prompting. Ultimately, this is your goal in education.

You must elicit responses from pupils for diagnosing and prescribing purposes. You must believe that pupils can learn. You must expect very high mastery levels with rate as a criterion, and employ consistently behavior management techniques.

Now consider the <u>six strategies that teachers need for mastery learning</u>. We know that pupils have a great number of needs. What kind of needs do you have? How are you going to fulfill them in your particular settings? Teachers need to--

- Identify reading and language arts skills. List them. Verbalize them. Recognize them in pupils' behavior. Recognize readiness as the performance of the task.

- Utilize the six teaching techniques listed previously which will affect significantly pupils' achievements and attitudes.

- Seek in-service education. Ask for assistance from teachers, principals, university professors, parents. Learn from observation of pupils. Invite observers. Ask to be monitored.

- Set aside and use time for study and preparation of materials.

- Believe in yourselves. Banish negative thoughts. Be your own best friend rather than your worst enemy.

- Esteem the position of a teacher. Recognize the effect you have in others' lives.

Teachers need to identify reading and language arts skills. If I were to tell you to turn over this sheet of paper and to list in three minutes twenty-five comprehension skills, would you be able to do so? Or if I told you to list twenty-five study skills, would you be able to do it? I do not know why we are not instructed better in our preservice education, or in our graduate education programs. You cannot teach something that you have never been taught yourself.

It is very difficult to know what to teach in reading. You have to discover what to teach when you teach reading. What are the skills? Do you know that reading skills are the easiest to teach? Reading skills are very specific skills that you can recognize when somebody has them or does not have them. There aren't too many reading skills. You can list them, measure them, tell when somebody has them, and when somebody does not have them. Be sure to develop them; in fact, have fun with them as a staff.

The third strategy a teacher needs is to seek in-service education. [The second strategy is discussed at the beginning of this material.] Ask for assistance from teachers, principals, university professors, parents. How long has it been since you asked a neighboring teacher to come in and watch you teach?

Some of the most exciting things I see are products of a small staff saying, "We're going to make a difference. How can we work together to make a difference? What can we do?" I know one school where some kindergarten children are kept all day out of the sympathetic hearts of the teachers. In my day, if somebody were unsuccessful in kindergarten, you sent him home to wait a whole year so he could be more unsuccessful next year. Readiness is now conceived as a very different thing than something you wait for. Now, teachers have kindergarten children stay all day. If the children are behind in skill development, language development, experience, let them come to an extra session so they can get additional time and practice. Then those children will not

look any different at the end of the kindergarten year than the children who have excellent readiness.

Our reading clinic was an outgrowth of my doctoral dissertation. In our state, we have a remedial reading program that started with 100 percent state support in the fifties. I was part of a team that did an evaluation of the effectiveness of this remedial reading program. We discovered that a child who had been averaging five months growth a year was averaging one year and four months growth after going to remedial reading. We concluded that the state program was effective. By law, at that time, the remedial teacher was required to take the child out of the classroom and provide daily instruction in remedial reading for ten to twenty-four students daily. The remedial teacher could arrange the time these students were in remedial reading any way she wanted.

As I looked at the data after the study was over, I discovered that there was at least 35 percent of the students who made less gains after going into remedial reading than they had made in the regular classroom. So, my doctoral dissertation was on the need for a reading clinic in our state. The clinic was to be designed as a multi-disciplinary approach to the teaching of reading.

My conclusions were that obviously there are some children that classroom teachers cannot teach; there are some children that remedial reading teachers cannot teach. These kinds of students will need the services of a neurologist, psychiatrist, opthalmologist, speech and hearing therapists.

After I received my degree, the clinic was established and we had the services of the finest physicians and specialists. We spent the first year of the clinic proving my dissertation wrong. We had a beautiful built-in student body because in my dissertation I had identified every student in the state who had failed to learn any kind of reading skills in remedial reading. In addition, we picked up students that were referred to us by physicians--students with learning disabilities.* Why did we prove the dissertation wrong? These wonderful specialists could help us diagnose what was the matter with the children, but they could never tell us how to teach them to read. You really do not need to know why somebody has not learned. Your responsibility is to teach him. That was the clinic's responsibility.

If we could teach children to read in the clinic, why couldn't we teach

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*Doctor Reid described these students at length, and may be heard on the tape from this concurrent session. Tapes are available from Don Miller, Department of Education, 942 Lancaster Drive, NE, Salem 97310.

them to read in the classroom? Our teachers were classroom teachers, remedial teachers, and friends we had asked to help us. We, in the clinic, were not very different from the teacher in the classroom. The only difference was that we had to find out how to teach reading so that the same job could be done in the classroom. Why have a clinic? In fact, our clinic is devoted to the purpose of doing away with remedial reading programs, doing away with the clinic. Our clinic looks very different now than it did in the beginning. We still have the same kind of children, but we do not have anyone in less than a class of twenty.

Learn from observation of pupils, invite in observers. Have you ever invited in a parent? Have you ever asked a parent to come and watch your behavior with his or her child, to see if you, perhaps, have a problem relating to the child? Isn't that a powerful thing? Can you imagine what would happen? In the early days of our clinic, we had parent classes. They were time consuming and were not very productive. Now, we do not have them. The first day our clinic children come to school their parents come with them if they are available. We have grandparents, brothers and sisters, anybody who will come. We teach them along with the children. Usually those parents cannot read or write either. They have all the problems that their kids have. We bring them right into the school and we teach them right on the spot to read, write, and spell.

Parents are very good observers of our behavior. We ask them to monitor. One of the earliest things we give them is a monitoring tool. They evaluate our behavior. They sit there and count four things: whether or not we are giving directives in the right order, whether or not every student responds correctly, whether we provide follow-up so that every child responds correctly, and how often we offer assurances. This is a simple monitoring system done by the children's own parents. This is a cooperative effort so that we can become the best teachers that we can become.

Set aside and use time for study and preparation of materials. Years ago I had all kinds of doubts about the amount of time I was spending at work--how much time I should spend on work and how much time I should spend at home. I decided that if I were going to be a teacher, then my full time should be committed to the profession, and that, hopefully, the things that I learned as a teacher would make me a better mother and wife. I think it has paid off for me. I think you really need to weigh the consequences of the preparation time. If you go into a mastery classroom, your preparation time your first year is a heavy burden if you are not used to preparation at home. I can sympathize with those of you who have a second job. I have had a second job for years and years.

How do you find time? Teachers who are successful teachers have

told me very honestly that it seems to them their evening hours have been far easier although they are spending more time in preparation because they are no long worried. Sometimes our poorest teachers dissipate the time that they could be to themselves by worrying, stewing, rehashing things that were said to them and things they ought to do.

I do not know how to tell you to find time. If you are going to teach a new word, you need a flashcard for every word you are going to teach. You need that word on a chart, or you need a large chart. You need a word-formation exercise on the chalkboard. You need a word discrimination chart for every single word that you teach. For every comprehension skill, you need two charts. You can use the two charts with any number of reading groups at every grade level.

Fortunately, some teachers use parents and other volunteers to help make things for them. Sometimes teachers work together so that someone who is better at doing cards does all the cards and someone who is better at doing charts does the charts. Sometimes there is a paid aide in the school; sometimes the school secretary will make mastery tests.

Every single story has to have a mastery test. It does not take any talent to make one until you get to the comprehension questions. Perhaps you can find a secretary with the necessary time to do some tests. Do not duplicate tests and do not make any tests that are already made. For instance, you can get copies of the Ginn tests from us. We have also done them for McGraw Hill's programmed reading, for the early part of the Harper Row series, for the last four grades of Lyons and Carnahan, and for the Houghton Mifflin books. Get copies of our tests and start printing them.

Each teacher has to decide whether the chance to really affect the lives of other people will be worth the needed time to do so. Believe in yourselves. How can you believe that every single student can learn if you do not believe in yourselves? In the words of Whistler, "hang on the walls of your minds the pictures of your successes." Do not keep track of all your failures. Keep track of your successes. Ultimately, you will know that you can teach. When you really believe that, you can teach every child. It isn't within the child, it is within you.

I wish you could see our clinic. You would not know that the children had the problems they are supposed to have because they do not have them in our clinic. We do not believe in them. We do not believe there is anything that is going to prevent someone from learning. Years ago in our clinic we did a study that showed the incidence of physical deficits that people usually look to as causes of reading difficulties are found in greater abundance among those who read than among those who

cannot read. These deficits give teachers excuses for not having taught children to read. It is amazing how many labels we use to explain why we did not teach this child, or why we did not teach that child.

It is true that some children bring with them far heavier burdens than do others. The yak is a fascinating animal. Each yak carries just so many bricks. They are beasts of burden. Every owner of a yak has to find out just how many bricks his yak will carry. He cannot tell from his ancestry or his color how many bricks he will carry. He has to find out by adding brick after brick after brick. Finally when the last brick goes on, one brick too many, the yak sits and will not get up. There are children like that who come to our schools--they have just one brick too many from home. For some children, a few bricks make them sit very soon. With others, it takes a lot of bricks to make them sit. You can take the bricks off. You do not want to let them be burdens that prevent the child from learning to read. They might prevent him from doing some things at home, but they need not prevent him from doing anything at school. Make sure that you believe in the children.

Teachers need to esteem the position of a teacher. Recognize the effect you have in others' lives. I cannot think of anything that I would rather be than a teacher. I think it is the greatest calling anyone could have. Just think how many lives you affect. Your effect goes on for eternity because the children you teach go on down through the ages. You have to believe in yourself. You have to realize how important you are and then make sure that you do not let anything happen so you cannot teach.

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What is the daily language arts schedule in an elementary school? [Doctor Reid's complete discussion on scheduling is available on tape from Don Miller.] We have found, that to have success in language arts, in either elementary or secondary schools, you need a proper ratio of time allocated in your daily schedule. (So we think of schedules in ratios of time. We have one part skills instruction to two parts practice time to one part back-up skills time.)

In skills instruction each day, teach whatever word recognition skills are necessary so the child can learn to read the new words which have been identified for a particular story. This mastery test that you have received is the list of new words for the story, "The Empty Wasn't Empty." There are no skills listed for this story. Usually, in the first part of a book, there are no new skills introduced. Generally, as you begin a new series, there are no skills. The skills would be sounds, word parts, syllabication, etc. Whatever word recognition skills are

necessary so you can teach new words in the skills instruction period, you would have listed on the mastery test sheets. You would also teach comprehension skills, study skills, and creative writing skills in the skills instruction period.

You would review the words and the skills from the highest student, but you always review back to the lowest student in the group because you are allowing students to move from story to story, from mastery test to mastery test as quickly as they master the material.

Say this is the second week in September. The teacher has administered informal reading inventories and placed students in three reading groups. In one reading group, she may have two or three different reading levels because she cannot have more than three groups in the beginning. One of these groups is in the fifth-grade book for Ginn 360. Everyone in that reading skills group, as they come to skills instruction, gets Mastery Test No. 1 (which you have in your materials). It goes in their manila folder on their desk. Maybe the first day, the most words that the teacher can teach are eleven words. These eleven words are taught and the students indicate the date these words were learned. Then they can be practicing these words because they have been taught them by the teacher. However, the students cannot begin to read the first story in the book until all the new words are taught. The next day the teacher teaches the next ten words, they are recorded as having been taught, and all students can begin to read the story during practice time.

Practice time for the student is where he reads orally, silently, orally the story that he has now been prepared to begin to read. It is the reading of the story that helps him to master the new words because the words appear in the story. During practice time, the student is also practicing the mastery test for the story. The teacher has posted on a bulletin board a chart which shows how to practice the mastery test for this week. Maybe the chart says, "Read, read, read, spell, read, spell, write each word in a sentence, write, spell and read the word three times." There is a certain format that the student follows as he practices this mastery test.

Also during this time, he is doing selected activities which the teacher has designed and has listed on the selected activities chart. They might be skills exercises from the skills workbook, but all are helping him to learn these words. By the end of Tuesday, the student is ready for his mastery test. He takes his name card from the front of his manila folder and puts it in a pocket on the bulletin board.

During practice time, the teacher has individual conferences with students. As the three groups of children read their stories--aloud, silently,

aloud and so on--the teacher moves from child to child, listens to the child read two or three pages, does instant error correction and diagnosis, checks the student's written work. The teacher also spends a third of the time giving mastery tests. She sees there is one student ready for a test so the student's name card is removed from the bulletin board pocket. The teacher listens to him read the test and records the reading and the time it took. Then a spelling test is given and recorded.

The next day, during skills instruction, even though only one student has passed the first mastery test, all the students get the next mastery test. The teacher tries to keep one story ahead of the fastest student. The next day in skills instructional time, the students are taught the next list of words even though they cannot read the first story until they pass the first mastery test. The teacher teaches all fourteen words for the next story, and the student begins to read the story. The other students are still reading the first story, doing selected activities, and taking the mastery test. And so it goes through the week. Some children are reading the first story and practicing for the first mastery test. Others are working on the second story and the second mastery test. Some are ready for the third story. The fastest student works on selected activities for the first stories until the teacher is ready for him to be able to read the next story. So, the teacher individualizes, and the students move as fast as they are able.

As the teacher teaches the next ten words on Friday, she reviews the words she taught previously. Reviews take very little time. In sixty seconds, you can review 120 words from charts. A review can be enormous and yet take a very little time. You are always reviewing. You review back to the slowest student, to the last mastery test. You are always reviewing from the highest child to the lowest child. So every day, the students get new words introduced in skills instruction with a review back to where they are working.

You never have a great span from the slowest to the fastest students. The reviews assist the fastest to pass their test. The students can do anything they want with a test. Children walk around the playgrounds with them. They time each other. They practice together. They constantly work on tests.

In all the years in our experimental program in Title III schools, we have never regrouped for a slow child. The only times we have regrouped was when, suddenly, a student took fire so that he went far in advance of all the other students. Then we simply moved him into another group.

What else does the teacher do? One third of the time is spent in small group discussions. In these, the teacher checks comprehension

and study skills that have been assigned that day. She teaches back-up skills in spelling and penmanship, and dictates the words. (The children are taught how to proof their written work.)

In mastery test practice, the children practice the new words in selected activities related to these words. They read the words in the story, they are given the words in the spelling lesson, they write the words in penmanship. In the dictation instruction period, the words are dictated, often in sentences. The amount of practice received for passing a mastery test is unbelievable. The children get new skills, new words, practice, and selected activities. They read their stories, they spell their words, they practice writing, and they receive dictation every day. All these activities give much repetition of words.

How many words do they learn? In first grade, we are doing around ten words a day. In 180 days of school, that is 1,800 words. In fourth, fifth, and sixth grades, we can do up to twenty words a day. This is done with a thirty minute skills period, sixty minute practice period, and a thirty minute back-up skills period. You could think of it in terms of 25, 50, 25 minutes or 20, 40, 20 minutes. We use 30, 60, 30 minutes.

What do we do with a student who is not with us in a skills group? We do creative writing. There is nothing greater that you can do for students than to help them become better writers. I do not want you to have kids just become better readers. That is a very selfish skill. Teach them to be better readers so they can be better writers, better speakers. If you can get someone to write or speak, they affect lives forever. Focus on the output language arts.

We start writing the very first day. We have creative writing directives for teaching children with less than a 100 word reading vocabulary, with less than a 1,000 word vocabulary, with less than a 2,000 word vocabulary. We start creative writing the very first day as they start to read their first letters, sounds, and words. Writing is extremely important. This is how we spend our time, plus enrichment reading, or content reading in the other period.

How do you practice reading? The first time through a story, everyone reads aloud to himself to see if there are any words he cannot read. Then he reads silently for fluency. The second oral reading might be to a friend or to an imaginary friend. We make sure that everyone reads orally twice. Silent reading does not give pronunciation. If you do not know how a word is pronounced, you do not recognize it, know it, when someone uses it. That is the problem with silent reading.

TEACHING LANGUAGE ARTS IN SECONDARY SCHOOLS

Dr. Ethna Reid, Exemplary Reading Center, Salt Lake City

Our first workshop was in 1965 when our contract called for teaching sixty industrial arts and vocational education teachers to be reading teachers. Their district program director wanted them, first of all, to recognize that they were reading teachers. We had them fifteen days for eight hours a day. I thought we ought to structure a situation so that these teachers would discover that they were first reading teachers and then teachers of industrial arts and vocational education. They had to grasp the concept that regardless of the field you teach, you must teach the vocabulary unique to your field.

I asked them to write as quickly as they could one hundred words that they felt their students would have to know if they were to learn the content of the subject they were teaching that year. It took less than fifteen minutes for that assignment to be completed. After they had their list of words, I said to them, "Who is going to teach your students to read these words?"

They said immediately, "They already can read them."

To test their thinking, we brought in junior high and senior high classes. Small groups of the students moved from teacher to teacher to read the teacher's word list. Not one student could read all the words. This really interested the men. They said, "I guess they can't read the words." "No, they surely can't."

I said, "Who is going to teach your students to read these words?"

The men said, "The English teacher will."

We brought in all the English texts that were used in that district from the seventh through the twelfth grades. I said to the men, "Find your words."

They couldn't find very many words. They found some of them, but they couldn't find very many. It was the end of the first day, eight hours were gone. I said to them, "Who is going to teach your students to read these words?"

They decided the English teacher obviously was not going to do it. Just before they went home, they decided their own textbooks would do it. I had them bring their texts with them, and the next day they spent

the whole day doing this assignment. They were to find in their texts the first time that each one of the listed words was introduced. Then they were to copy the sentence that the word appeared in, the sentence that came before it, and the sentence that came after it. So, they had three sentences that they were supposed to copy.

I asked them to look for two things in those three sentences. First, was there anything in those three sentences that provided the pronunciation of the word for the students? There was not one book of the forty-two different texts that provided the pronunciation of the words for the students. Second, in those three sentences, was the meaning of the word provided? Only one text provided meanings within the context for any word.

By the end of the second day, two full days gone out of fifteen, we said to these men, "Who is going to teach your students how to read these words?"

They said, "We will have to do it."

It took two days to convince them that they were reading teachers.

It is quite something to all of a sudden find out you have to be a reading teacher. I wanted these men to be reassured and I said to them, "Do you know that there are only four ways that anyone can teach someone a new word? One of these four ways is not any good, so that leaves only three. One of the remaining three ways, you have used often. There must have been some time or other in your teaching when somebody didn't know a word and you had to teach him. What did you do?"

"Well, we told him."

This way of teaching a new word is called the "sight method." I do not know why it is called the sight method. The trouble with the sight method is that it really does not need to be a sight method. You can respond correctly with a word and never look at the word. That is why the sight method has been so ineffective. It is ineffective because reading is first a visual task, and secondly an auditory task. Someone who really reads has to see differences in letters and has to remember what those letters look like and the sequence in which they occur. They have to remember sounds. In the sight method, you do not have to look at the word.

The sight method is a method of teaching which is very simply done. The teacher just tells the learner the word. The teacher must guarantee that the pupil looks at the word. That is why we have spell and read

directives in our materials.

There is another method of teaching a word, the "phonics method." It is called the phonics method because years ago a reading teacher took from the field of phonetics some sounds which would enable someone to read better. You never get too old to be taught with phonics. Phonetics is teaching the spelling of some forty different sounds.

There is another method which is basically a sight and phonics method. Phonics goes on through a lifetime, and whether you are a secondary teacher or an elementary teacher, regardless of the age of your pupils if they are going to learn to read some new words, they need to get acquainted with the different spellings of some forty sounds.

So, there is the sight method where I tell you a word, there is the phonics method where I teach you a sound. Once you know the sounds, you can sound out a new word. Once students learn the sound system, they can go to reading syllables and putting the sounds together.

The third way of teaching new words is the way that teachers usually teach. This is the word structure method. The word structure method looks at new words and their likenesses and differences, their roots, suffixes, prefixes, inflectional endings, and so on. The word structure method is dependent upon sight and phonics. The word structure teaching has five ways of teaching a word. As secondary teachers, you will be using the word structure method more than any other. In word structure teaching, there is the method of actually building a new word, actually creating new words. They are developed by adding word parts, inflectional forms, suffixes, prefixes. Then there is the combining of words into compounds and contractions. There is the whole field of syllabicating a word, looking at each syllable and learning to read the word by reading syllables.

It is extremely important to use context to develop meaning. But it would be very rare that a pupil could use context to unlock a new word and be able to pronounce it. It would depend upon his language and experience backgrounds whether or not he would read that word. Context is an ineffective way of teaching a new word. A new word, like a picture, elicits many responses. If I had a picture of a helicopter with the word "helicopter" underneath it, students might read the word as airplane, whirlybird, copter. Just because you know what an object is, does not mean you are going to read correctly a word written under the object. Reading correctly depends on what you have been taught.

In summary, this is what you do as a secondary teacher to teach word recognition skills. There are no word recognition skills essential to

teaching a new word by sight except those which enable the pupil to see and hear differences in letters and sounds. In phonics, he has to know sounds in order to be able to read a word so he has to be taught phonics. In word structure, he needs to know the word parts, which, incidently, can be taught by sight or by phonics. He needs to be able to read the syllables. He needs to be able to read words that are being combined. This is the field of word recognition.

A reading teacher has two other roles. A reading teacher has to be able to teach word comprehension skills. These are the skills that attach meaning to what is being read. There are four levels of comprehension skills: the literal level where the reader gets the meaning from the author's text; the interpretation level where the meaning is added to the author's text; the critical level where the reader judges the accuracy of what he reads; and the creative level where the reader puts himself into the reading.

We have done a poor job of teaching comprehensive skills. I cannot turn right now to one basic reading program that teaches any of these skills. They provide teachers with questions to ask which test for the skills, but they do not teach the skills. Asking a question only tests, it does not teach. Our clinic has materials to teach every one of these skills--program package kits.

If you were to ask which are the most important skills to teach, I would say that study skills are the most important. These are the skills which enable you to provide meaning for the words that you are reading. These are the skills which develop the use of the reading, which make reading a lifetime habit. If you do not teach study skills, you will never have reading leave the school room. We have a far greater number of people who can read and do not than we do people who have never learned to read. We have millions of people in the United States who were taught to read, but are not using reading to enrich their lives, to afford recreation, or to change their lives.

Study skills are divided into two major classifications. There are study skills which are common to all reading: skills of selection, evaluation, organization, following direction skills, varying rate skills--and specialized skills for each content field.

[At this point, Doctor Reid, using sample materials from the Exemplary Reading Center, Salt Lake City, led the session participants through the directives for word recognition skills, stressing syllabication, and critical comprehension skills. She then discussed, "Management and Teaching: The Changing of Behavior" and "65 Ways to Say 'Good for You'." Both topics were summarized on sheets from the Center. Tapes of this session

are available from Don Miller, Small Schools Specialist, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.]

EARLY CHILDHOOD EDUCATION GUIDELINES AND PROGRAMS

Setting Up a Kindergarten Program in Oregon

Jean Spaulding, Oregon Department of Education

Oregon kindergarten programs are under new funding and a new state law which authorizes school boards in districts of any size to operate kindergarten programs. They are growing rapidly. In 1971-72, 30 districts provided kindergartens; in 1975, 116 such districts provide for all five-year-olds. This is a phenomenal growth for any kind of program. I expect there will be about 180 districts with kindergarten programs in the 1975-76 school year. We now have between 65 and 70 percent of the five-year-olds on the census in public school kindergartens. Headstart or Title I programs, and a whole variety of other programs, are not included in these figures.

Every child needs a kindergarten program for maximum success at the beginning of his schooling. Insuring success at the beginning of academic programs is the major aim of a kindergarten program.

Two things need to be considered in setting up programs. The first one is developing a good self image. The second, being sure that our primary youngsters, kindergarten, or wherever they are, achieve success and master the learning to learn skills, the "preprint" skills. These skills include auditory memory, visual perceptions, oral perceptions, motor perceptions, gross motor development, fine motor skills, and skills in observing, analyzing, and categorizing. These are skills that people need in order to put their learning in a meaningful framework. Research shows that competency in these skills really determines, to a great extent, the success children may have in reading programs.

The state will expect your written program for primary grades, including your kindergarten program if you have one, to include some kind of

an assessment package. Otherwise, how do you know where the learner is? We need to set up some kind of an assessment program, so we know where the learner is, what the learner knows, and, therefore, what kinds of activities we need to include in the program. Without assessment, there is no way of knowing where the learner is.

With assessment, individualization is easier. Individualization to us does not mean that you teach each child separately. It means that you know where each child is so, when you plan, you plan for that particular child's needs.

The state will expect that your programs have goals and objectives.

We will expect that you will make use of state-adopted instructional materials because kindergarten materials are now included in the adopted materials. When your teachers decide on what materials to use in the reading program, include the kindergarten material that is part of that instructional program. Every reading program adopted for use in Oregon schools has a kindergarten component. The first grade is the second year of every program. So, you will want to look at the materials so you will know the competencies needed for success in the first-grade program.

In Oregon, we expect our kindergarten programs to have a good smattering of academics. This does not mean that you do not have play periods. It simply means that we are making very sure through our statements of goals and objectives and our emphasis on some academics that our kindergarten program is, in fact, the entry level into the primary grades; that there is content in the program. Kindergarten is a preparation for first grade in the sense that there are some learning steps that go all the way through. To that degree, Oregon has academic kindergartens.

There are wide varieties of other programs available to you. The prescriptive education program which we will talk about later is one. The Alphaphonics program is another.

According to the new elementary-secondary guides and the new standards, districts and classroom teachers have the responsibility of setting up the instructional program. We have state goals and expect districts to develop most scope and sequence and teaching techniques. It is now your responsibility to design that program and to state the goals and objectives for your district.

The new state guides require that the elementary school instructional program in every district in Oregon must include, for example, communi-

cation skills and other skills by identification of an area. Details are now your responsibility. This is as true at the kindergarten level as it is at all other levels. These guides also include basic goal statements from the state level. For instance, there is a goal listed under reading programs which says, in essence, that all districts shall provide a developmental reading program for students enrolled in grades K-12 and that the programs shall contain five specifics like decoding skills.

When your program, kindergarten or otherwise, is finally developed, it goes to your board for official approval as the instructional program for your district. Then it goes to the State Board of Education, and if it fits the state's basic program, it will be accepted by the State Board. The program, at that point, becomes a binding contract between your district board and the State Board. This is, in fact, local control of instructional programs and accountability.

We have staff at the Department, in addition to the small schools staff, who are willing and able, time permitting, to work with you. We will be willing to work with you in small groups, or however you need us.

Let me review the kindergarten handbook. It is the first of a series of materials of this type that will be issued. The guide is simply the "what." There is little if any "how" in it. After you have the guide and as you begin to develop your programs, we will begin to issue a series of handbooks that will have teaching suggestions in them. They will be, for the most part, "suggestion" publications.

The kindergarten handbook is divided into two sections. The first section has to do with the things people need to know in order to start a program. It goes through the authorization of a program and the steps that might be helpful in starting a program.

The average size of kindergartens in Oregon this year has been about eighteen children. Eighteen to twenty children are a delight to work with. You will have to decide how many children you can work with. We urge the use of trained paid aides, volunteers, or parents

The second half of the kindergarten handbook has suggestions for the development of an instructional program. In a few places, there are some sections on things you might want to consider in evaluating. There is, for instance, a prewriting skills check sheet.

Numbers of people at the kindergarten level have asked for some additional help in evaluation, particularly evaluation at the end of the year. I hope to have time this summer to develop a supplementary leaflet with

suggestions on evaluation. It will have objectives and goals that you can take or leave. Other than these, the publication will carry suggestions only.

The mandates, what few there are, require that you remember reading, writing, and other such programs do start at the kindergarten level. These are preprint programs. Even with talking about the academic approach to programs, the introduction of phonics or other skills of this kind, it is not our aim that all children will have been introduced to the reading process. Children who are ready to read will begin to do so anyway. They read off cereal boxes, they read signs, they read from the TV; they do lots of reading. If you have children who are ready, do not say that reading is something they cannot do until they get to the first grade. Find some reading materials for them. There are many children who, because they have not had nursery school experience, or any other background programs, are not going to be able to read. Again, this is part of individualizing.

Develop goals and objectives of your program so you and everybody else know what your program is about. From there on, it is your responsibility, but also your right, to implement the instructional program the way you feel you can best work with children. On the other hand, we are in an accountability stage so somebody needs to look at what is happening. You may find that the goals and objectives are not correctly written to accomplish what you really want; maybe you need to take another look at a teaching technique. Assessment will help improve the program design and what the student learns.

For fiscal purposes in Oregon, kindergartens are half-day programs. The local district has the option of having programs as short as two hours or as long as three and a half hours, but they get state reimbursement for a half-day program. The reason the law is this way in Oregon is because children eight years of age and younger are within our early childhood age span--children who have had a third birthday but have not yet reached the ninth birthday. This pretty much includes our primary grade children.

Children eight years of age and younger may not, by law, be kept at academic tasks for longer than three and a half hours. (You do not count time used for physical education periods and lunch programs.)

Kindergarten is, by law, defined as a program for children in the year before they enter into first grade. There are some instances where children are dual-enrolled in a kindergarten program and in a first grade. This generally occurs when some first-grade youngsters are not successful in first-grade work. Also, some kindergarten youngsters may be very able

and could be in first grade part time. They might really need to be with older children through part of the program. These variations are practical and realistic, real individualizing. One may dual-enroll children anytime it seems a good program would result for the child.

In some cases, you may want to do something with a home-teaching program, either with a family, or on an individual basis with a child, or a parent who is willing to work a couple of hours a day, or a couple of hours three times a week. If you are interested, come to the office to see the materials available for purchase. These commercial materials are not very expensive. The manual for the one I think is best is about $7 or $8. Once you had the manual, you wouldn't have to buy anything else although there are excellent support materials for use by the child or the parent-teacher. The program is called "Your Child's Intellect," written by T. H. Bell, U. S. Commissioner of Education. It is published by Olympus Press, Provo, Utah. Several districts have developed programs of their own. One of these is Grass Valley.

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Kindergarten Readiness Packet

Katie Christiansen, Grass Valley Grade School

My Kindergarten Readiness Packet was designed to encourage parents to teach their children a few skills which would enable them to enjoy successful school experiences. Many parents do prepare their children adequately; however, for those few who hesitate for fear of teaching the "wrong way" the Kindergarten Readiness Packet has suggestions, materials, and resources for more detailed application.

Four categories for practicing auditory memory skills are included: nursery rhymes, songs, singing games, and finger plays. Color is included to enhance the child's awareness of the surrounding world's brightness. Also color awareness serves to enrich the child's descriptive abilities.

Frequently, four- and five-year-old children are eager to write their names and numerals. For this reason, a page for each manuscript letter, upper and lower case, is included. There is a page showing correct formation of the numerals 0 through 9.

Each packet contains Houghton Mifflin's booklet, "Your Child and Reading, How You Can Help." This booklet emphasizes the importance

of talking, listening, and reading to the young child. Listed in this booklet are excellent books to read to young children.

Packets distributed throughout Sherman County included dot-to-dots, pages to color, and Scholastic's "Let's Find Out." These packets are not available.

Other districts may develop similar packets relating to their school's program.

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Administration of a Kindergarten Program

Ray Nickerson, Counselor, North Marion School District

Our kindergarten program has been going about one year. Our population is about 17 percent Mexican Americans, and we have had a migrant kindergarten for about five or six years. We had a great push about four years ago to include a kindergarten in our public school, but our board did not go for it because of the cost. When the legislature allowed us some reimbursement for a kindergarten, and the board and parents learned more about the kindergarten program, we were able to start a kindergarten in our district.

Our kindergarten is scheduled for two hours and fifteen minutes, and we have two sessions. We have two teachers who each do two shifts. We have twenty-five children in one session, twenty-six in the other, so our teachers have a heavy load.

Our kindergarten is not housed in a building; it is housed in two trailers. We own one trailer and rent the other. We have no running water in them. The children have to go to the lavatories in our elementary building when the need arises or on their recess break. When there is an art lesson where water is needed, it has to be brought from the elementary building. We do not have snacks either. I talked to my principal about them, and he said they would be too much of a hassle. Our kindergarten teachers like not having the hassle of snacks, but are concerned that many children come to school in the morning without breakfast. At times, some come without lunch.

I do not know how you budget for the initial implementation of a kindergarten. There are two ways you could budget. You could have a supplemental budget for kindergartens or include them in your regular budget.

We chose to include kindergartens in our regular budget because we felt we would have people vote "no" anyway. Luckily, a year ago, our budget passed, and we were able to have a kindergarten. Now, I do not think we will ever again not have a kindergarten. It is very popular and it is a good program.

One thing has caused us a problem. At times parents wanted to change their children from one session to another. We felt that we had to adhere to the assigned session because of busing. So we gave parents an option of leaving their children in their assigned session or providing transportation for the children. We did not have anyone who wanted to bring their child twice a day.

Each of our teachers is provided with a full-time aide. The aide works under the teacher's supervision and assists in any way she can. The aides do some one-to-one testing and tutoring, and work with small groups and, at times, with a large group so the teacher can work with another group. Whenever possible, we use high school aides. Also, some of our older fifth- and sixth-grade children help. We had a couple of kindergarten boys who were having problems so we had a couple of high school boys work with them. It made a difference with these boys. Because our classes are large, the teachers cannot always give the individual attention that some children need.

We do not include the kindergarten in our regular music and physical education programs. We have only one music teacher for all six grades; next year, she will not be doing the first grade. In physical education, we have one half-time primary person, myself, and a woman who works with the girls. I feel that music and physical education are important for young children to have. Towards the latter part of the year, we provided one day a week for them to use the gym. We were not doing this at the beginning of the year, and it was hard for them to get in some of their activities. We have a large covered play area, but it is hard to work around recesses.

Because the kindergarten child is pretty much out sized by older children, it is best to have an area for them only. We have a lot of area for play, but very little equipment. We do have a play swing like Canby's. It is made of six light poles, old tires, and chains. It is really tremendous for little kids. They can not fall off it and can do all kinds of things with it. We have some big truck tires. It is remarkable what children can do with them. Next year, we want a sand box or some type of dirt. The kids like to play with trucks, but we have no place for them to do so.

After the first part of the year, you can tell those children who have

learning disabilities. We are close to Oregon College of Education so we refer our children to their Education Evaluation Center. [See "Resources for Treating Learning Disabled Children" in this report for information about the Center.]

Many times we have a child tested at the Education Evaluation Center, and the test does not come up with anything. If the child continues to have problems, the child is referred to the Oregon Medical School. The best way to do this is through the county health nurse. We have found it very helpful to have a pediatrician in our area to whom we can refer parents and who works with the school.

We had a few students that we felt were not ready for kindergarten this last year. Rather than send them home, we kept them as we felt the readiness they would get at kindergarten would benefit them more than staying at home. So in a couple of instances, we did keep such children in school.

Most of our testing is done by the testing specialist from the county IED. Some of you may have your own testing specialist. Next year, we will have a testing specialist; we definitely need one. You should rely heavily on testing.

We do not use many tests. Our program is only beginning, and this is one area that we must develop. Next year, our learning disabilities teacher will help us develop the type of assessment we need. Basically, we give most all the children the Frostig Test of Visual Perception. It has five different subtests. We have used this test about three years. As yet, we have not done as much with it as we should. Once you test the children, you find weaknesses. We have not done enough work on these weaknesses. This is something that a physical education person can help with. An aide can work with a group of children who have similar problems.

* * * * *

[The following information on assessment is offered by Jean Spaulding.]

In order to lay the basic foundation for program planning for each learner, an assessment of what each child is able to do or knows should be made at the beginning of the school experience. The actual test or procedure will vary. Tests should indicate hand preference, self image, or self confidence, gross motor development, visual and auditory discrimination, a general health survey including required immunizations, and whatever kind of general information testing is felt advisable.

The State Division of Health and county health departments offer help in the physical health assessment or in developmental or visual and auditory screening. Contact your county health office or Mary Erlandson (229-5593) State Health Division, 1400 SW 5th Avenue, Portland 97201.

Many teachers have found "The Kindergarten Teacher's Handbook" by Elizabeth S. Meyers helpful in setting up a testing assessment at the kindergarten level. It is available from Gramercy Press, PO Box 77632, Los Angeles, California 90007.

Help in developing assessments programs is available from Jean Spaulding (378-3602) or Claude Morgan (378-4765).

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Early Intervention for Children and Parents Program

Union county schools are seeking a way to find developmentally handicapped children at an early enough time to correct problems before their entrance into grade one.

The project, funded for one year with ESEA Title III money, is providing county-wide early identification and prescriptive intervention through home teaching of identified high-risk children. The program involves the use of trained paraprofessionals as home trainers. These aides train parents in the use of materials to strengthen identified pupil weaknesses. The materials have been developed by the staff. At the end of the project, decisions will be made about the effectiveness of the program, the teaching technique, and the growth children made. At the end of the first year, the program appears promising, especially for rural areas.

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Prescriptive Education Program

The Prescriptive Education Program at Rose City Elementary School, Portland, is a support program for teachers and administrators who are seeking help for students not successful in the learning process. The support staff provides assessment of educational and psychological needs, in-service for the teacher or someone to "talk it over with." The service is available to teachers and pupils in all grade levels, preprimary through the senior high school.

NEW GRADUATION REQUIREMENTS SEMINAR

Overview

Bus Nance, Oregon Department of Education

The seminar was conducted this year in accordance with specific and unique concerns brought to the seminar by the individual district participants.

Panel members responded to questions which zeroed in on problems which individual districts still have not solved and on which they still need assistance.

The initial phase of the seminar was conducted in a group setting, with consultants and participants sharing materials, ideas, and practices.

Final work of the seminar consisted of consultants working directly on a one-to-one basis with district representatives on specific problem areas.

The district people were most appreciative of the handout packets of district-developed materials which had been duplicated by the State Department of Education. Additional sets have been duplicated and mailed upon request to workshop representatives who did not have an opportunity to attend this particular seminar.

* * * * *

District Progress With New Graduation Requirements

Jack Knapp, Coordinator, New Graduation Requirements
Albany Union High School

Upon reviewing the issues that were discussed at the 1975 Small Schools Summer Institute sessions on new graduation requirements, one notices the changes in the type of questions being raised. A year ago most districts were asking, "What is a competency?" "What is a planned course statement?" "How should a project like this be managed?"

This year's questions, however, indicate the high degree of sophistication many school districts have attained in just one year. When questions were asked, they were about record keeping systems, implementation, and options to required courses. Very often school people would

not ask a question but would want our reaction to what they had developed in their district. These locally developed products were usually creative and supportive of the philosophy of the new graduation requirements. Therefore, the job of the consultant was not one of selling an idea or explaining a new vocabulary, but was one of supporting and encouraging an on-going project. It was obvious and gratifying that many schools had moved from initial frustration to a problem-solving stage.

This movement away from basic problems has developed a broad base of knowledge at the local district level that must be shared. How can this knowledge best be shared? Intermediate education districts offer the most immediate organizational structure for sharing. Other school districts may decide that loose agreements among neighboring districts may offer a more workable structure. Community colleges and universities may begin to develop programs similar to the Oregon College of Education program for helping school districts work together as cooperative teams. The Oregon Department of Education has increased tenfold its ability to help school districts with new graduation requirements projects.

Another topic of discussion was the new minimum standards and how the two programs are related. There was general agreement that those districts that approached the new graduation requirements project from a deductive, curriculum development position would have little difficulty with minimum standards. One product of a deductive approach is a list of the component parts of each program goal, which are the component parts of district goals. If these have been done carefully, and if they represent the ideas of an entire staff, then the problems of diagnosing individual learning problems are minimized. It is this diagnosis and the resultant prescription that is a major facet of the new minimum standards. Associated with this is the fact that any school district that has undertaken a logical approach to new graduation requirements should have the management capabilities to solve most problems of the new minimum standards.

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Furthering Staff Acceptance of Graduation Requirements Assignments

Jean Pope, Coordinator, Jackson County Graduation Requirements Project

Several times during this just-finished school year, I have been reminded of a question students often asked when I taught English, "Mrs. Pope, why do we have to do this stuff?" Lately, situations prompting me to remember have not involved students but teachers. While teachers'

questions are not exactly like those of students, their need to understand reasons behind the work they are doing is much the same.

I believe work related to graduation requirements should be explained and justified to staff, just as I believe students are entitled to understand short- and long-term benefits from work they are required to do. Part of teacher understanding must come inductively, it seems, but I have found that asking a few questions of my own has helped hasten that process. When teachers begin to get that "why do we have to. . ." look in their eyes, I have asked these questions:

- What are students learning in your subject area in other grades? Discussions with teachers reveal that staff members in one school do not know specifically what is being taught in other schools in the same district. I have found that departments in secondary schools, more often than not, are unsure of what other departments are teaching. I have found a few teachers sharing identical teaching assignments in a school who were not certain what was being taught in that other class with the same title!

One of the ways this whole business of graduation requirements can be used to benefit students, and districts, is to force improved communication and articulation in curriculum matters. We cannot be sure students are developing certain skills unless we plan cooperatively, K-12, for sequential development and assessment of those skills. The time has passed, I believe, when each of us can do his own thing in the classroom, oblivious of what learning has gone on before, or what should follow.

- Do you and your students know precisely what your course will do for them? Defining courses in terms of student outcomes is certainly not a new technique. "Minimum essentials" and "basic requirements" were an expected part of course outlines several years back. But because most of us have been allowed to drift away from those ideas and have been developing course outlines in terms of what we, the teachers, will put into the course, developing planned course statements which point out precisely what is expected of students can be a difficult task. Once completed, however, a well-written planned course statement should be a valuable aid in several ways:

Counseling students
Informing parents regarding course offerings
Communicating with other departments/schools/districts
Providing a basis for program evaluation
Serving as an aid to administrators in teacher observation programs

• How do the courses you teach fit into the district's total educational plan? A too frequent response to this question has been, "What total educational plan?"

Graduation requirements and other assignments related to the balance of minimum standards have forced all of us to think in terms of larger educational patterns in which every course offered should have a reason to exist.

Some school districts in Oregon already had exceptionally well planned and articulated programs, and such districts probably did not really need the push of graduation requirements to "get it all together." But I believe many more districts actually needed that prod from outside to begin work in establishing more effective educational patterns.

Not always do these questions and subsequent answers cause an eager acceptance by staff of graduation requirements assignments, but they have helped me show teachers that good things can happen in our districts if we make them happen. I have noticed with pleasure that the "why do we have to . . ." questions are beginning to be replaced by "How's the best way to . . .?"

* * * * *

Educational Evaluation

Jim Swanson, Lane County Intermediate Education District

Educational evaluation is a process by which we arrive at a defensible assessment of the worth of an educational project through rational means. Although this statement might be used as a definition of evaluation, I prefer to think of it as a statement of the purpose of evaluation.

A definition of evaluation taken from Dr. Robert Hammond of the University of Oregon is: "For specified interactions within decision-settings containing users of information; Program Evaluation is the process of providing information for generating statements on future courses of action."

The most important part of each of these statements refers to the making of decisions: "assessment of worth" and "statements on future courses of action." The ultimate purpose of evaluation is to provide information for decision-making. Generally, the all important question on which a decision must be made is: Does the project under observation have greater value than other similar projects or sufficient value of and in

itself that it should be continued?

It is not the task of the evaluator to make decisions regarding the worth of the project but, rather, to collect information in such a way that decisions can be made. The first step in evaluation is to determine what decisions will be made using the information gathered in the evaluation process. At the same time, the evaluator must determine who will be making the decisions.

After determining who will be making the decisions and what those decisions will be, the evaluator can proceed to evaluate the project. Evaluation is divided into three major areas:

- Describing what was to be done
- Describing how it was to be done
- Describing how it was actually done

If evaluation has been a concern of the project from its beginning, the evaluator's role is relatively simple since these three areas will have been dealt with in a reasonable way. If evaluation has not been a concern of the project, then the evaluator's task may become very complex. An example of such a project would be the evaluation of a district's elementary mathematics program. In a great many instances, the evaluator will have to begin all three descriptions from scratch as well as help the district determine what decisions to make as a result of the evaluation.

The ideal situation for the evaluator is to be involved with a project from the beginning. When this happens, the evaluator can insure that there are clear statements of what is to be done, how it is to be done, and what monitoring procedures are to be used in determining what was actually done.

Evaluators are often put in the position of being general data gatherers. For fear of missing some important bit of information, they gather every little piece of data no matter how unimportant. In the past, such data collection often has been meager, but we seem now to be headed in the opposite direction and often end up collecting a great quantity of data. The educational evaluator must collect only that data which will be relevant to the decisions to be made.

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Graduation Requirements: A Part of the State Minimum Standards

Harold I. Mason, Oregon College of Education

Oregon school district personnel are in the process of revising their school programs in accordance with the new graduation requirements and are studying the impact of the minimum standards. Those standards contain the following components:

22-201	Oregon Board of Education Goals for Elementary and Secondary Schools
22-230	Instructional Planning
22-235	Diagnosis and Prescription
22-240	Educational Program Graduation Requirements
22-245	Administration
22-250	Pupil Personnel Service
22-255	School Staff
22-260	Educational Media
22-265	School Facilities
22-270	Safety and Emergency Planning
22-275	Auxiliary Service

The Oregon Department of Education Elementary-Secondary Guide for Schools (pre-publication draft), dated May 1975, will be helpful to districts as they review their previous efforts and plan their next steps. A thorough review and study of the standards is recommended. The standards include the total function of a school program. The format of the guidelines is divided into three parts:

Part 1:	Minimum Standards for Public Schools and Indicators of Compliance
Part 2:	Indicators of Quality
Part 3:	Characteristics of Instructional Programs

It is appropriate to begin a refinement of the materials that were developed for the graduation requirements. Essential to this process is faculty involvement and an understanding of the intent of the standards, the terminology, and generally accepted definitions. This common base will allow the district to make efficient use of time and effort.

The instruction component of the minimum standards outlines the following progression:

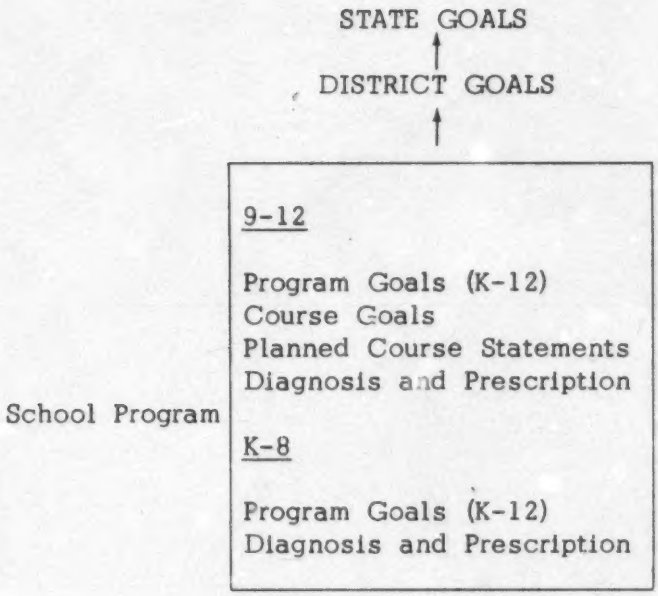
Course Goals → Program Goals → District Goals → State Goals

It is clear that accomplishing the intent of the standards is the responsibility of the classroom teacher and the program provided students in that program. The course goals are an integral part of the planned course statement which also includes an overview of the course, competency statements, learning activities, and performance indicators to measure the attainment of competencies. Although the standards do not require elementary schools to develop the planned course statement, the logic and importance is obvious since program goals are an integral part of the graduation requirements.

If districts develop course goals for the elementary level through faculty involvement, the result should be a clearly defined coordinated (K-12) school program. It also will allow implementation of Standard 22-235, Diagnosis and Prescription, requiring the district to adopt and implement diagnostic procedures in basic skills and related program designed to meet the instructional needs of students. This standard is not mandatory until 1979, but it will have a great impact on schools. Although the procedures for implementation are not clear at this time, the development of the planned course statement for the elementary level as well as the secondary level appears to be the first logical step toward meeting the concept of diagnosis and prescription.

During the past two years, many individuals have been concerned about record keeping. Experience reveals that this concern is more appropriate following the development and revision of the program. The record keeping system for each student becomes a most important factor in the educational progress of students and should represent the program and not determine it. The record keeping system adopted for each district must show a current account of competencies completed by each student. The critical performance indicators measure the attainment of the competencies. These indicators must be clearly stated and accepted as a measure of verifying a competency. All components developed in the district require constant systematic review and modification as the program becomes operational.

The model on page 100 shows how a school program (K-12) provides a means to achieve district goals when the district goals are designed to achieve state goals. The end-product, hopefully, provides every student an opportunity to function effectively in his life role.



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Use of the Planned Course Statement

Nick M. Mausen, Mapleton Junior-Senior High School

Of all the components in the graduation requirements, the planned course statement is probably one of the most important. It can be a versatile tool for administrators and teachers in completing some of their many responsibilities. I feel this is the base for most aspects of curriculum development. It must be comprehensive if it is to function properly. Here are some of its many uses.

- The planned course statement obviously adds a dimension of organization, cohesion, and continuity to any curriculum. Great care must be taken to insure that the statement remains as a guide for what happens in the learning situation rather than a step-by-step approach to guide the teacher in how to conduct the learning situation. Each teacher uses different approaches, and it is important to preserve this individuality which interests and motivates students.

- It can be used as a guide for constructing pretests, in individualized learning, and in credit by examination situations. It thus adds credibility to both test and curriculum subject matter.

- The planned course statement can be used to diversify any course in the curriculum. In the traditional sense, it is the standard by which all students will complete course work. It can be the base from which individual differences can be planned since there may be many alternatives for each competency and performance indicator. It can be used as the base from which a student may completely design his own learning situation which may be unique within a particular class or school.

- The planned course statement also can be used as a performance verification form--preliminary record keeping, parent's performance update--on which necessary record keeping can be written directly in the margins. The form can then be passed to the next logical recipient when the student exits that particular course. It may go to another person in the department, to the office for final recording purposes, or to another school if the student transfers. This transfer to another school helps to properly place the student in the new environment, gives his new instructors and counselors a more complete picture of his competency and the requirements of the previous school, and helps prevent any slighting of credits or competencies.

- The planned course statement may be duplicated in volume to provide--

  a. First-class-day orientation for students enrolled in that particular course. The student may also chart his own progress on it.

  b. Information to parents and other interested people so they may better understand the different demands of the various disciplines

  c. Copies for counselors so they may be better informed during all student scheduling processes

  d. Copies for the school library as resource materials for both students and staff

  e. Copies of course work to interested districts or a district to which a student may be transferring

- The planned course statement can be used in part to improve classroom instructional procedures. It can offer a framework for building an improvement program. In the teacher-evaluation process, it may become the object that is improved and, in that sense, evaluated in some manner. There should be some high positive correlation and logical progression between planned course statements and daily and weekly lesson plans.

• The planned course statement can be used as a public relations device when speaking to or with any group of people. It serves as proof of a hierarchy of organization to insure desirable classroom activities.

In a day and age when many actions are tested in courts of law, the planned course statement is an important part of the "due process" concept. It is something in writing and on file. As educators, we have protected other areas in education in a similar fashion, why not curriculum development?

NEW GUIDELINES, MINIMUM STANDARDS

Bus Nance, Oregon Department of Education

A copy of the pre-publication draft of the Elementary-Secondary Guide for Oregon Schools, May, 1975, was distributed to each school district representative attending this session. Copies have been sent, also, to all school districts, IEDs, teacher preparation institutions, OEA, and other groups.

The publication is to be studied statewide during the 1975-76 school year. Recommendations for change, addition, deletion, or clarification are to be sent to the Oregon Department of Education by February 1, 1976. It is hoped that the guide will be ready for presentation to the State Board of Education for approval by the spring of 1976.

Session participants were reminded that, at this time, the only official part of the document is the minimum standards. They are the product of more than three years of study and development in which school administrators, teachers, board members, and interested citizens participated. Other areas of the guide--compliance indicators, quality indicators--are tentative and subject to modification.

Purposes of the guide are to present the minimum standards, to specify criteria for determining compliance with the standards, and to describe the quality instructional program required by them. Part I gives the official standards and proposed compliance criteria; Part II, contains

indicators of quality written as suggestions and recommendations; Section III has a rationale, suggested instructional program goals, suggestions for content and organization of curriculum programs, and quality indicators for program development.

Questions or comments about the Elementary-Secondary Guide should be directed to Bus Nance, Specialist for Standards and Graduation Requirements, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

BUDGETING AND ACCOUNTING

Ed Sanford and Guy Waldroop, Oregon Department of Education

The Program Budget Manual of the Oregon Department of Education, recently received from the printer, was used as the resource document for the session. It was the first time it had been used in a workshop of this kind. Representatives of eight districts participated in the session.

After participants became acquainted with the contents of the manual, they spent the major portion of the two and one-half day session translating their current budgets into the program accounting classification of the new budgeting system. Each person used the current year's budget for his district. The process of translating, or "crosswalking," the term most frequently used, involves finding the account in the program account structure which equates to each budget account currently used. In this exercise, the participants not only became familiar with the new system of accounts, but also performed the first step which all districts should take in changing to program budgeting--restating the current year's budget in terms of program budget account classifications.

The participants' viewpoints changed from one of askance to one of approval as they began to understand the system and its capability for producing information useful in school district management. Most of the participants were able to crosswalk their entire budget into the new program accounts.

The experience of those participating in the session demonstrates that a program budget is applicable and useful to medium- and smaller-sized districts as well as to larger districts.

DEPARTMENT OF EDUCATION GUIDES AND MANUALS

Dr. Don Kipp, Oregon Department of Education

The Personnel Management Advisory Committee of the State Board of Education prepares and the Oregon Department of Education publishes suggested guidelines in the areas of critical importance for complying with federal and state laws. The intent is to aid local districts with the necessary research and staffing to insure district compliance.

The Suggested Personnel Policy Guidelines for School Districts prepared by the statewide committee have been issued under the following titles:

- Glossary of Terms
- Position Descriptions
- Student Records
- Employment Procedures and Application Forms
- Equal Educational Opportunities
- 1973 Guidelines and Model Policies
- Table of Contents (Index of the policies of the State Board of Education)
- Discussing Personnel Matters During Board Meetings
- Determining Certificated Employees' Views
- Grievance Procedure
- Leave of Absence Policy
- Teacher Personnel Files
- Teacher Performance Evaluation Procedures
- Suggested Calendar of Yearly School Board Activities

In addition, Research Reports have been published on--

- Affirmative Action
- Teacher Recruitment and Selection
- Teacher Evaluation

If a copy of each of these publications is not available in your district, write the Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

METRIC LAB

Ray Thiess and Don Fineran, Oregon Department of Education

The two metric labs of the Small Schools Summer Institute were a significant contribution to the metric awareness of the educators who participated. They were an interested and enthusiastic audience.

The following information presented to lab participants will be of interest to all Oregon small schools teachers and administrators.

- The Oregon State Board of Education has adopted a resolution directing the Department of Education to develop plans for a changeover to the metric system of measurement as the primary system of measurement in Oregon schools by 1983. The Board has specified also that the criteria for the selection of textbooks in November 1976 include metric measurements as the primary system of measurement.

- Guidelines for the new Oregon school graduation requirements include the recommended metric measures (SI) in the Personal Development Section under "Computational Skills." (The International System of Measurement Units--SI--is a language that most of the world is using.)

- Measurement With Metric, a resource handbook has been issued in a field test version by the Department of Education. It will be helpful to anyone planning a metric education workshop for teachers, to classroom teachers in planning learning activities dealing with measurement, or to the general public desiring to become acquainted with metric units of measure. Suggestions to teachers include measurement learning theory, technical information about the metric system, and sample measurement diagnostic-learning activities. A revision of the handbook is projected in the fall of 1975. More than 10,000 copies have been distributed in Oregon.

- Requests for copies of the handbook, for assistance in organizing workshops on metric measurement, or copies of the material handed out at the metric lab sessions (listed at the end of this article), should go to any member of the Oregon Department of Education Metric Coordination Committee--Ray Thiess, Don Fineran, and Ralph Little.

- Five important points to remember when conducting a metrication program are--

  1. Stress measurement--not metric; use a developmental approach geared to learner stages of learning.

  2. Use a hands-on approach. You cannot teach measurement, it must be learned by doing.

  3. Promote lots of estimation (with no penalty)--estimate, then verify by doing a measurement.

  4. Make no conversions between systems while teaching measurement.

  5. Note that a good measurement program is possible with low cost equipment or supplies.

- Information about membership in the National Council of Teachers of Mathematics, the Oregon Council of Teachers of Mathematics, the Oregon Science Teachers Association, their activities and publications, is available from the Department of Education.

- Materials distributed to the Metric Lab participants which are available from the Department of Education on request are as follows:

  Oregon State Board of Education Metric Education Resolution
  Current Metric Activity, An NBS Survey
  Report of the Interstate Consortium on Metric Education
  ODE Memorandum: Metric Education Reference Publications Recommended for Matters Concerning Definition of Units, Style and Spelling in Preparation of Instructional Materials Using SI
  NBS Nationwide Educational Survey
  Mini Metric Olympics
  Activities for a Measurement Workshop
  Metric Measuring License
  Measurement with Metric--A Resource Handbook (Field Test Version)
  NBS, All You Will Need to Know About Metric (for your everyday life)
  Think Metric--charts on metric units

1975 LEGISLATION AFFECTING SCHOOLS

In an evening session on Monday, Ozzie Rose, executive secretary of the Confederation of Oregon School Administrators (COSA) discussed 1975 legislation affecting schools. Since then a Special Report: 1975 Legislation Affecting School Districts, IEDs and Community Colleges has been cooperatively prepared and distributed by the Oregon School Boards Association and COSA. It gives brief summaries of most of the legislation which Mr. Rose described at the institute. If a copy of the report cannot be located in your district, write Mr. Rose at PO Box 3405, Salem, Oregon 97302.

LET'S INVOLVE SCHOOL FACULTIES IN THE DECISION-MAKING PROCESS WITH POSITIVE INTERPERSONAL RELATIONS

Dale Harp, Oregon College of Education

An influx of new laws, programs, and codes are bombarding Oregon public school people. These require careful thought, planning, and decisions appropriate to the total school-community. Some of these new things which are demanding decision-making time are the new graduation requirements, affirmative action, management of pupil records, new minimum standards, and the right to read program. At the same time collective bargaining has been thrust upon teachers and administrators. Moreover, "school" is continuing with its regular flood of daily instruction and related management activities.

The need for improved decision-making skills by school personnel is overwhelmingly apparent. It is crucial also that positive interpersonal relationship skills be an integral part of the decision-making process in the school.

Teachers and administrators each have special knowledge and skills to bring to the decision-making process. These are necessary to arrive at workable solutions to the issues facing Oregon schools. Effective solutions can be reached only by involving school faculties in a mean-

ingful manner. One way to effectively do this is through in-service programs which enable teachers to develop decision-making skills, communication skills, and positive interpersonal relationship skills. Potential values to be so achieved are improved decisions, better staff relations, and more commitment to the school and group decisions.

When one looks only at the collective bargaining process, commitment to developing these skills is worthwhile. Instead of ripping schools apart, here is a potential for bringing them together and improving them. The question of priorities is resolvable if approached on the building level.

Traditionally, teachers have not received preparation in communication skills, interpersonal skills, and decision-making skills in their professional programs. Preparation programs for school administrators have usually contained elements of these skills, although not to the degree some would desire. It therefore becomes the responsibility of the school administration and/or faculty to plan a program for everyone which develops these skills as a common base for working together.

This concurrent session was designed to briefly expose participants to as many decision-making skills as time permitted. Activities were based on the belief that we learn most effectively by doing. Therefore, there was a minimal lecture, distribution of skill information sheets, and small group work and practice on each specific skill introduced.

Examples of how some skill areas were covered in this abbreviated session are as follows.

> Problem Solution Approach/Brainstorming Alternatives--Small groups identified issues on which teachers should have "equal decision-making rights" with building principals. Osborn's rules and procedures for brainstorming were distributed and discussed. The same topic was discussed. More high quality areas were identified. More functional topics were identified.
>
> Decision-Making Procedures--Small groups examined how their group made decisions--consensus, near consensus, problem census, majority support, handclasp, topic jump, self-authorized decision, and plop.
>
> Paraphrasing--Skill development guidelines and definitions were examined in small groups working from pass-out material. Practice in paraphrasing was done in small groups. Subsequent practicing of paraphrasing was done throughout

the remainder of the session.

Other areas of skill development and understanding covered during the session were basic principles in interpersonal relations, how to recognize an effective group, establishing a trust relationship, group surveys, group ground rules, committee-team-faculty procedural guidelines, group leadership positions, agendas, minutes, and evaluation of group processes.

The pass-out on group surveys and ground rules was as follows.

Communication Skills: Group Surveys

The purpose of a group survey is to determine what members of the group believe about a particular topic, issue, plan or position at the time the survey is taken. A survey is a communication skill utilized to collect group data. Important guidelines for group surveys are as follows.

Ground Rules for Group Surveys

1. The topic for survey is stated as clearly and concisely as possible by the person initiating the survey.

2. When a survey is called it is given precedence over all other business and must be taken before resuming the regular order of business.

3. After a survey is requested, members of the group should paraphrase the survey statement until understanding of the survey topic is attained by all members of the group. Usually, at least two paraphrases are necessary to meet this goal. (Individuals should recognize that a response to a survey which is not directly related to the survey's intent indicates that the individual should have paraphrased the survey statement to ascertain that it was understood.)

4. It is the responsibility of the originator of the survey to accept or clarify intent in response to the paraphrasing process. He may modify the survey statement if desired. However, others may not modify the survey statement.

5. Responses to surveys must be brief, clear, and state only the individual's position on the survey topic. Rationale, supportive evidence, or other qualifying comments related to one's position should not be stated. (They can be provided later if the group identifies a subsequent need for open discussion or if a decision-making alternative is suggested after completion of the survey.)

6. Results of a survey are never to be considered a vote, nor are the outcomes of a survey to be considered a decision. (Often the responses to a survey will provide information to members of a group that there is a need for additional study, consideration, or change of position, or will influence polarization, or have other effects upon the cognitive processes.) Remember, a survey is a communication skill utilized to collect group data.

7. Outcomes of a group survey may suggest a potential decision acceptable to the group or possible alternatives for subsequent decision-making processes. However, the suggestion of a decision or alternative must be presented <u>after</u> completion of the survey. It is a separate process!

8. During a survey, group members are to listen to individual responses. They are not to question, react or interact in any manner. All responses to a survey must be accepted by members of the group. They then become the property of the group, not the individual. (Remember, nonverbal responses can become just as distractive to communications as verbal responses.)

9. All members of a group must respond with their present belief concerning the survey topic. Passing is appropriate if a person sincerely has a mental block. However, this should occur rarely. Whenever one passes, he must respond later. When a member of the group passes or is ambivalent ("I don't care;" "It doesn't matter;" "I don't know;" "I'll do whatever the group wants"), there is a possibility of weakening the trust relationship within the group.

10. It is recommended that responses to a survey should be made in a predetermined order--clockwise, alphabetically, by room number, etc.

11. Group surveys should be used with children. They are capable of utilizing the process. If it is an effective group communication skill, children should be taught to use it.

SPECIAL VOCATIONAL PROGRAM DEVELOPMENT FOR SMALL SCHOOLS

Committee Members: Larry Martin, Amity School District Career Education Coordinator, chairman; Herb Nicholson, Oregon State University EPDA Fellow; Sam Banner, Sixco Project Director; Jim Gordon, Oregon State University EPDA Fellow; Ron Munkres, Lane County Career Education Coordinator; Jack Tilton, Marion, Polk, Yamhill Career Education Coordinator; Sam Pambrun, Scio School District Vocational Coordinator.

[The following paper was developed during the small schools institute by the above committee for presentation to the Oregon Department of Education as a guide to career education in small schools. Please note that it has not been approved by the Department or the State Board of Education. In the meantime, it may be helpful to small school districts developing special vocational programs.]

The portion of the state minimum standards for school districts dealing with graduation requirements for all Oregon students mandates that each student shall have available a minimum of one credit in career preparation.

Oregon Administrative Rule 22-240 states that each school district that enrolls students in grades 9 through 12 shall implement the high school graduation requirements adopted by the State Board on September 22, 1972, which are effective beginning with the graduating class of 1978. The rule also requires each student to earn a minimum of 21 units of credit in grades 9 through 12, one of which is career education. In addition, student transcripts must indicate satisfactory demonstration of the knowledge and skills necessary to function effectively within a career cluster or broad range of occupations.

Vocational education programs are structured to help students develop the skills, attitudes, and knowledge needed for either entry-level employment in a "family" of related occupations (clusters) or for other post-secondary educational alternatives, such as on-the-job training, advanced education in community colleges, apprenticeship, or four-year college experiences.

State approved cluster programs are considered a number one priority in preparatory program development. Many small schools find, for a variety of reasons, that this is not possible. In order to provide small schools with the opportunity to develop preparatory programs, an alternative needs to be developed. This alternative will be called "Special Vocational Programs for Small Schools."

Many skill areas applicable to a community can be found in more than one cluster (welding for example), but often, a specific cluster contains activities which develop skills which are not high priority in the local community. While a forest products cluster might be appropriate for a logging community, a more realistic and economical approach for a Valley school might include some strategies of the forest products cluster as well as portions of the agriculture and mechanics clusters for a community-tailored program. Special vocational programs are appropriate when the activities of two or more identified clusters can be integrated into one program to develop skills established by community and student needs assessment.

The purpose of this paper is to present a process which will assist districts in proposing a special vocational program and in identifying the components a special program should include. These components should include, but not necessarily be limited to:

1. Community need,
2. Preparatory experience selection,
3. Program approval, and
4. Instructor approval.

Procedures for giving each of the components the treatment and consideration deserved will be outlined. It should be remembered that the single most important factor in good decision-making is to have access to reliable information and assistance. A means for obtaining this information and assistance will be suggested.

Goal

To develop a plan that will meet the graduation requirements by small schools in areas of career development not encompassed within the available occupational cluster program.

Implementation Process

When a district begins the process of planning for the career preparation needs of its students, the initial contact should be with one of the following:

1. The local regional coordinator for career education, from the IED, or
2. Rich Schmidt, Coordinator of Regional Planning, Oregon Department of Education, or
3. Don Miller, Small Schools Specialist, Oregon Department of Education.

Since the development of "Special Vocational Programs for Small Schools" will allow a district to submit a "proposal" to operate a reimbursable career preparation program that does not fit the standard cluster, it is important that one of the above consultants be involved at the outset to avoid misunderstandings. The consultants will have access to forms and guidelines for program submission.

The guidelines will necessarily include information relating to the four components identified:

1. Community needs
2. Preparatory experience selection
3. Program approval
4. Instructor approval

A. Community Needs: Implementing an acceptable "Special Vocational Program" begins with a local needs assessment. To be complete, the assessment should include information relating to the following:

1. Community priorities
2. Student interests
3. Advisory committee recommendations
4. Facilities survey
5. Availability of instructors
6. Financing
7. Work experience stations
8. Employment data

B. Preparatory Experiences Selection: Equating each of the above to some value ranking will provide decision-making information on preparatory-experiences selection which may be done by:

1. Utilizing a task analysis to determine the skills that are common to two or more occupations from one or more identified cluster areas and developed into a vocational preparatory program, or

2. Utilizing a task analysis to determine the skills of an individual occupation that are common to the local community or identified to be a statewide manpower need and developed as a vocational preparatory program.

   It is important that the skills selected be those which will provide entry-level preparation experiences. The best source for these skills will be found in the cluster guides which would include the occupations selected.

In addition to the basic skill training, program quality will be enhanced by inclusion if at all possible of the following:

1. Cooperative work experience
2. Appropriate youth organizations
3. Program assessment based on the most appropriate preparatory assessment instruments
4. Five-year plan to provide direction

C. Approval of Special Vocational Programs for Small Schools: Upon completion of the community needs assessment and the selection of preparatory experiences which will be included in the training, the program shall be submitted to the Department of Education for approval to operate. We suggest the following procedures:

1. All special vocational programs shall be submitted initially to the Career Education Division, Program Planning Specialist, Oregon Department of Education.

2. Special vocational programs will be reviewed by a Department committee. The committee will be chaired by the program planning specialist. Committee members will be assigned by the chairman and shall include:

   (a) Specialists who have programs represented in the "proposal"
   (b) Two specialists in Career Education without direct program involvement
   (c) The Small Schools Specialist

3. The review committee shall submit a report to the State Director of Career and Vocational Education and recommend one of the following:

   (a) Disapproval--with reasons, procedure, and changes needed to make it approvable
   (b) Approved for instructor certification but not for reimbursement--with reasons and procedure needed to make it reimbursible
   (c) Approved and accepted for reimbursement

4. Final approval will be made by the State Director of Career and Vocational Education, and the district shall be notified by a letter with carbon copies to the Small Schools Specialist and the appropriate IED.

Submission dates shall be the third Mondays in October and March.

The proposal shall include a copy of the district's long-range plan and data supporting the need for special consideration, and be related to the constraints listed in the needs assessment section.

Requirements for an approvable reimbursible vocational program are the following:

1. Classes meet for 10 instructional hours per week, 2 credit hours, or the equivalent
2. An Advisory Committee is an integral part of the program
3. Instructor is vocationally certified in a primary occupational area being taught
4. Reimbursement is based only on preparatory experiences
5. Reporting of students on the SERVE form is the same as for any other vocationally reimbursed program. Identification is based on the title "Special Vocational Program" followed by the area(s) of primary preparation
6. A request for approval for a special reimbursible vocational program is supported by the district's rationale and data supporting the need for the program

D. Instructor Approval: Instructor certification may be made on the basis of one of the following criteria:

1. College degree in one of the program areas being "combined"
2. Acceptable work experience in one of the primary occupations within the combination
3. Appraisal committee review and recommendation
4. Experience in at least one of the cluster areas being taught if the training occurs within a school setting and/or the ability to manage learning experiences utilizing community resources.

CAREER/COMMUNITY AWARENESS

Rick Grimes, Ron Larson, and Chris Petrusich,
Springfield School District
Pat Kizer, Amity Elementary School

This workshop dealt with the commonalities of the career/community education philosophies. Building from a basic model of "self" stimulation activities, it took participants through decision making, value clarification, and group-process skills. Emphasis was placed on the community as the resource for classroom teachers in the career awareness model.

The career awareness model is a total life-role model geared around vocations, avocations, family, and citizenship as they relate to and help define self. The career awareness process model is on the following page. A career awareness process chart developed by the exemplary career education project of the Springfield School District follows the model.

LEARNING CENTERS

Janet Perkins and Rosa Robertson, Oregon College of Education

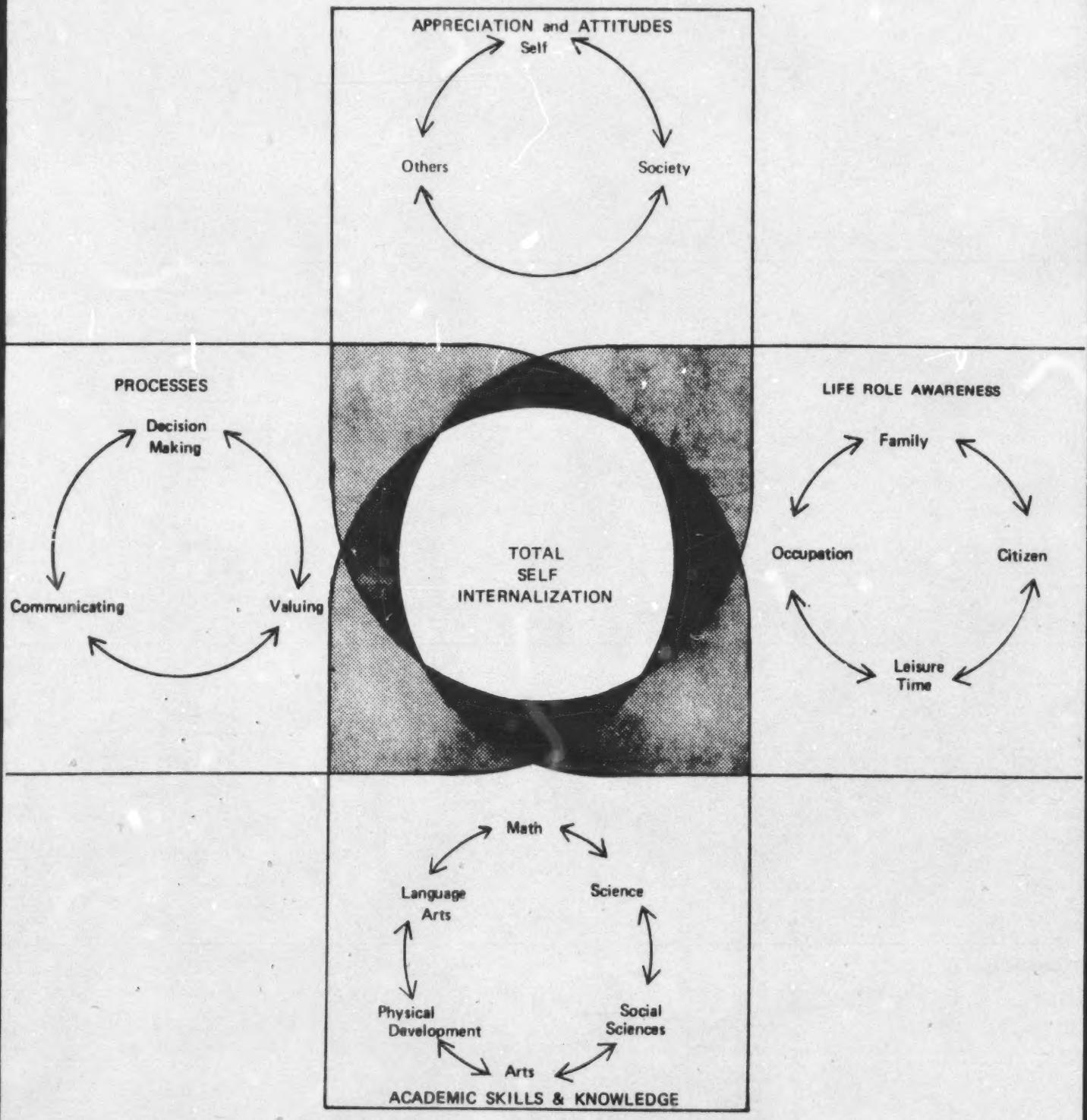
A learning center arrangement, with guidance, assists, promotes, and provides children with opportunities to be independent in decision-making, to be self-directed, to be free to explore and experiment with a variety of alternatives for learning skills.

This type of openness builds trust, acceptance, and respect for diversity.

With learning centers, the academic areas are presented, or set up, as being integrated rather than isolated.

In a center approach, teachers are facilitators and providers of opportunities for children to learn in an appropriate, (Continued on page 119)

FIGURE 1: CAREER AWARENESS PROCESS MODEL



Shaded Areas represent inter-relationship between learning module

THE CAREER AWARENESS PROCESS . . .

SHOULD INCLUDE . . .

Occupational awareness
Life role awareness
Economic awareness

Basic skills
Group process skills
Decision making skills

Self awareness
People appreciation
Values clarification

IN ORDER TO . . .

Provide students with a background of knowledge to:

Provide students with the tools needed to:

Provide students with the affective, human understandings that allow them to:

--Make decisions that relate to their career development.

--Discover their occupational aptitudes and interests.

--Identify their individual learning styles -- the way they learn best.

--Express their self-awareness as it relates to career development and occupational interests. (C/A definition, SDE, Salem, Oregon)

meaningful, and personalized manner. Some examples of centers presented during the workshop were:

Tell About Yourself
How Do You Measure Up?
Measure the Design
States and Capitols
Cross Country Puzzle
Fishing for Nouns
Hungry Animals
Dealer's Choice

Centers set up for teachers attending the session included:

A library which had a bibliography of books on center ideas and a bibliotherapy booklet listing children's books to assist with self-awareness
Job cards on reading, math, and research activities
Game boards for reading centers
Shape books and directions

The three-year history of learning centers at the Campus Elementary School, Oregon College of Education, included methods of scheduling and record keeping. It also emphasized the importance of each teacher's careful analysis of student needs when planning a learning center program for a particular situation.

The highlight of this session was the Bring and Brag period during which participants set up their centers, thereby helping other participants gain ideas and ways of working with children. Some examples of learning centers made by the participants are:

Fun With Magnets
Secret Agent (decoding)
Spider Webs (blends)
Great Pickle Race (research skills)
What Shall I Do? (reading job cards)
Barn Farm Game (words, blends, initial consonants)
Lady Bug (vowels)
Tanagram Designs
Write On and News Detective
Alphabetizing
Weird Word Walk

HELPS FOR TEACHERS OF HANDICAPPED CHILDREN

Dr. Jim McLeod, Springfield School District

The Outreach program, based at the Children's Hospital School Learning Center in Eugene, is an Easter Seal project designed to provide help for children with learning disabilities throughout Oregon. The Center has a maximum enrollment of eighteen elementary-age children during the normal school year. Also, representatives from the Center provide consultations with parents and teachers, develop training and evaluation programs, and offer leadership to school districts with their local learning disability programs. Contact: Easter Seal Learning Center, Children's Hospital School, 3573 Donald Street, Eugene, Oregon 97405. Phone: 344-2247.

The Children's Hospital School in Eugene is financed and administered by the Easter Seal Society. It has a program for physically handicapped children and a program for children with learning disabilities. The Oregon Department of Education reimburses the Eugene School District for salaries of special education teachers assigned to the physically handicapped program. The learning disabilities program is administered by the Oregon Easter Seal Society. Residents of Oregon are served by both programs. For information: write Children's Hospital School, 3575 Donald Street, Eugene, Oregon 97405.

The Regional Resource Center at the University of Oregon in Eugene is one of six similar projects across the country which are funded by the Bureau of Education for the Handicapped, U. S. Office of Education. The Center is administratively responsible to the Bureau and to the Center on Human Development, College of Education, University of Oregon. It serves Oregon, Washington, Alaska, Hawaii, Guam, Samoa, and the Trust Territory of the Pacific Islands.

The Center offers technical assistance in program and resource development, training or workshops for special education personnel, direct educational services for specific referred handicapped children to whom no appropriate service is available, a guidebook for those interested in starting preschool programs for handicapped children, and RRC Diagnostic Inventories in reading and math. For further information: write Regional Resource Center, James E. Crosson, Director, Clinical Services Building, University of Oregon, Eugene, Oregon 97403. Phone 686-3591.

Some books and pamphlets which will provide valuable background information on why a child acts as he does and how you can help him follow.

Brutten, Milton. Something's Wrong With My Child, Harcourt Brace Jovanovich, Inc., 747 Third Avenue, New York, N. Y. 10017. $7.50 (Excellent handbook for parents)

Crosby, R. M. N. The Waysiders, Delacorte Press, New York, N. Y., 1968

Edgington, R. Helping Children With Reading Disability, Developmental Learning Materials, 3505 N. Ashland Avenue, Chicago, Illinois 60657, $1.00

Ellingson, Careth. The Shadow Children, Topaz Books, Chicago, Illinois, 1966

Golick, Margaret. She Thought I Was Dumb. But I Told Her I Had A Learning Disability, The Bryant Press Lt. for CBC Publications, Box 500, Station A, Toronto, Canada. 1971, $1.00 (Paperback. Quick reading, good information)

Miller, Julano. Helping Your Learning Disability Child at Home, Academic Therapy Publications, San Rafael, California, 1973, $2.00 (Paperback. Good practical things to do)

Stewart, Mark A. Raising a Hyperactive Child, Harper Row Publishers, New York, N. Y., $8.95 (285 pages of good material)

Some good school programs to use with handicapped children are the following:

Lippincott's Reading Series, J. B. Lippincott Co., Educational Publishing Division, East Washington Square, Philadelphia, Pa., 19105

Open Court Reading Program, Open Court Publishing Co., Box 599, La Salle, Illinois 61301

DISTAR Language, Reading and Math Programs, SRA, 259 E. Erie Street, Chicago, Illinois 60611

Gillingham One-to-One Tutoring Program, Educators Publishing Service, Inc., 75 Moulton Street, Cambridge, Mass. 02138

Engelmann-Becker Corrective Reading Program, Orchard Street, Eugene, Oregon (remedial program designed for children, 4-12 grades)

Slingerland Classroom Multi-Sensory Method, Educators Publishing Service, Inc., 75 Moulton Street, Cambridge, Mass. 02138

RESOURCES FOR TREATING LEARNING DISABLED CHILDREN

Dr. Thomas Rowland, Oregon College of Education

The Education Evaluation Center represents a cooperative effort between the Oregon State Board of Education and the Oregon State System of Higher Education to provide supplementary services to handicapped children. The Center is located at Oregon College of Education, Monmouth, Oregon 97361.

The Center staff is comprised of a school psychologist, a learning disabilities specialist, and a speech and hearing specialist. These staff members are all anxious to utilize their disciplines in the interest of children with learning disabilities.

Since the Center is an extension of the State Board of Education, the only responsibility of parents or the referring agent is to provide information about the child and to present the child to the Center for evaluation. There is no cost to the parents or to the referring agent.

Any school-age child who has a significant learning problem will be accepted. Younger children whose developmental, medical, or social history suggests they might develop a learning problem will be accepted also.

If there is a need for differential diagnosis, a referral will be accepted if the child is not learning appropriately due to being psuedo retarded, emotionally disturbed, or learning disabled, or if he has cerebral dysfunctioning.

Children from anywhere in the state may be referred from a public, private, or parochial school or by a physician. Other agencies should encourage referrals through schools or physicians.

Referral procedures are as follows:

For Schools

- School personnel identify the significant educational problem.
- School personnel discuss this problem with the parents.
- Parents and school personnel agree that the child be referred to the Center.
- School personnel have the parents sign a medical release form.
- School personnel submit completed referral and medical release forms to the Center.
- School personnel request that the parents contact the Center for an appointment after the referral form has had time to reach the Center. Phone 838-1220, extension 322.
- The Center sends reports to professional people as requested by the parents.

For Physicians

- State the problem of the child.
- Provide the Center with medical information relevant to the child's problem.
- Indicate the school that the child attends.
- Instruct the parents to contact the Center for an appointment and to release school information to the Center.

The same evaluation report that is given to the parent will also be sent to professionals as requested by the parents. The report, with recommendations for assistance for the learning disabled child, is based upon the following:

- Psychological Study

  Determination of mental ability
  Study of child's efficiency
  Visual motor skills
  Non-verbal functioning
  Recommendations for the psychological climate for learning for the child

- Academic Skills

  Level of academic skills
  Methods most effectively used by the child
  Recommendations for materials to use with the child

- Speech and Hearing

  Functional language level
  Nature of any speech or hearing problems
  Auditory and speech discrimination abilities
  Recommendations relevant to the learning disability

Requests for referral forms or completed referral forms should be sent to Dr. Thomas Rowland, Education Evaluation Center, Oregon College of Education, Monmouth, Oregon 97361.

There will be fourteen Satellite Centers which will function not unlike the Education Evaluation Center during the 1975 and 1976 school years. These will be located at Portland, Eugene, West Linn, Forest Grove, Marion County IED, Coos County IED, Curry County IED, Deschutes County IED, Harney County IED, Umatilla-Morrow IEDs, Union-Wallowa IEDs, Albany, Corvallis, and Astoria.

These centers will accept children referred from their service areas, but, generally, will not accept children residing outside their district. There could be exceptions to this policy depending on the nature of the funding of the clinic. Children not served by the above districts will continue to be served by the Education Evaluation Center.

Some regular teachers in the satellite district areas will receive short-term training in choosing the right method and material for a child. Another training program will present how to carry out a prescription from these clinics. This training will be given at five-day institutes. Inquiries should be made to Dr. Bonnie Young or Dr. Thomas Rowland, Oregon College of Education, Monmouth, Oregon 97361.

VALUES CLARIFICATION IN THE CLASSROOM

Penny Dolan, University of Oregon

Every day everyone of us meets life situations which call for thought, opinion-making, decision-making, and action. Everything we do, every decision we make, and course of action we take is based on our consciously or unconsciously held beliefs, attitudes, and values.

According to Simon, Howe, and Kirschenbaum*, there are seven steps that have come to be known as the valuing process of choosing, prizing, and acting. To implement a value clarification approach in the classroom, the teacher uses strategies which help the students to learn to--

- Choose their values freely
- Choose their values from alternatives
- Choose their values after weighing the consequences of each alternative
- Prize and cherish their values
- Share and publicly affirm their values
- Act upon their values
- Act upon their values repeatedly and consistently

There are many activities and strategies that the teacher can use to facilitate student clarification of values. A values clarification approach tries to help students determine and build their own values system. This approach can be used in many content areas through both elementary and secondary grades. It has been incorporated most often into language arts and social studies classes.

Several ideas for student activities using the valuing process involve making collages. Have students cut out two groups of pictures and words about them from old magazines. The words should have good-bad or positive-negative impact. The students can work alone or in pairs. After cutting the pictures and the words, they can glue them in any order on a large piece of paper. These then are hung on the walls and the students share their collages with the rest of the group, explaining their choices and placement. In this way the students move through one aspect of the valuing process. Themes for the collages can be changed depending on teacher objectives. They could be women's roles, war and peace, environment, technology, etc.

*See bibliographic information at end of this article.

For many more excellent strategies see--

Simon, Howe, and Kirchenbaum. Values Clarification, A Handbook of Practical Strategies for Teachers and Students, Hart Publishing Co., Inc., New York, N. Y. $3.95

Howe and Howe. Personalizing Education, Values Clarification and Beyond, Hart Publishing Co., Inc., New York, N. Y., 1975. $4.95

ALPHAPHONICS

ALPHAPHONICS is one of eleven privately funded projects cited by HEW as an exemplary reading readiness program and approved by the U. S. Office of Education for dissemination and demonstration. Judy Brown, one of the authors of the program, was at the Institute to introduce it to interested teachers. It is designed for preschool children and K-2 pupils.

The objective of the program is learning letter names and sounds in sequential alphabetical order. Lessons are introduced by an imaginary character, Astro. An Alphaphonics book carries detailed lesson plans and 157 worksheets to be duplicated for classroom use. The lessons are presented to the class in Astro's bag. Readiness skills include language development, listening, and numerous other skills.

ALPHAPHONICS can be taught effectively and independently by the classroom teacher. Implementation of the program will be enhanced by a one-day workshop offered by the authors.

The Alphaphonics Book and Astro's bag cost $29.95 per classroom. The optional in-service training costs $150 per day during the school year or $100 per day during vacations plus transportation, accommodations, and meals. For further information, write ALPHAPHONICS, Box 2024, San Mateo, California 94401.

HOW TO GAIN INSTITUTIONAL AND COMMUNITY SUPPORT FOR INNOVATIVE IDEAS

Lee Green, Northwest Regional Educational Laboratory

The school and its community together provide a system for the education of the children of the community. Innovations are efforts for change toward improvement in that system. To create a supportive environment for educational innovations, recognition of several factors is necessary:

- Long-term support comes from involvement and understanding by all who have influence on the situation.

- Everyone affected in any way by an innovation also has influence on its success.

- Involvement, to be effective in providing long-term support, must be supported by skills, mechanisms, and legitimation.

- Involvement must be real; that is, it will not produce long-term support from either the institution or the community if it is token in nature. Involvement must affect both the institution and the program.

In our rural education program, we set up a structure for involving all the people in a community--a school/community group that represents every faction of the community. The functions of this school/community group are several. First, they conduct a needs assessment. Then they prioritize the needs--see what the top needs are, what people really want. The same group that identified the needs then searches for alternative ways of meeting those needs. They build criteria for evaluating solutions, and make sure that they have three different solutions before they stop searching. Then they come up with a solution. The solution goes to the school board as a recommendation because the school board is the legally constituted body in the district. Since the school board is represented in the group, the board is not surprised by the solution and generally supports it. The group then plans how to implement their solution.

How often do you see parents involved in planning a school program, in sitting down with teachers and kids and figuring out how a program will work? When this happens, something really magical happens.

When everybody is involved, and the program belongs to everybody, it is going to work; it just does not fail. The people in the group stay involved and evaluate the program at the end of a year or so. They engage in the decisions to continue the program, modify it, or discontinue

it. If a solution fails, it is everybody's failure.

So you end up with a group where people listen to each other, who know how to listen to each other. They work together, and they know how to work together. The system belongs to everybody. In such a situation, innovations tend to succeed. They do not get started unless there is something that everybody wants and has heard about.

The following chart describes levels of community involvement in school decision-making as seen by Sherry Arnstein in "A Ladder of Citizen Participation" published in the American Institute of Planners Journal.

"Doing With"	8	CITIZEN CONTROL	Degrees of Citizen Power
	7	DELEGATED POWER	
	6	PARTNERSHIP	
"Doing For"	5	PLACATION	Degrees of Tokenism
	4	CONSULTATION	
	3	INFORMING	
"Doing To"	2	THERAPY	Degrees of Nonparticipation
	1	MANIPULATION	

There are eight levels of citizen participation on the chart. The bottom two are "manipulation" and "therapy." They are "degrees of nonparticipation" of "doing to" people. In these levels, the community does not have any control over what is going on. Everyone is manipulated or, a little better than that, they are provided therapy. Both of these are ways of doing things to people.

In the next three levels, there is some degree of influence, not much but some. A lot of school/community relationships fall into levels 3, 4, and 5 called "degrees of tokenism." These levels are ways of "doing for" people. Lots of school people feel that this is what their task is; lots of community people agree with them. The levels of "doing for" or "degrees of tokenism" are informing--I just tell you what I am going to do; consultation--I plan the menu and I tell you what it is going to be; placation--I let you know what I am going to do, but I still make the basic decision. I listen to you, and I make little adjustments to make

you feel better. Basically, you do not have anything to do with what is planned.

There are other ways of dealing with people, ways of doing things with people.

At the top level is "partnership" where schools and communities work together. The school/community group that I just described primarily functions in a partnership way. Another top level, is "delegated power"--the school board sets up a group and delegates all power to it. This is a more controlled situation than a partnership because the group members do not have to take into account other people's ideas and attitudes. Sometimes delegated power seems to be fairly successful.

The eighth level is "citizen control." There is a funny thing happening with citizen control. Citizens are giving it back. They got it and they do not want it now. Running a school was a drag. But, for awhile, because the schools were treating the kids so badly and the parents were so outraged at what was happening--the dehumanizing things that were going on in the schools--they took over the schools. They made all the decisions for school administrators and staff. They established criteria for curriculum changes; they created the curriculum. Citizen control did not work because citizens forgot the thing they were fighting against.

Everybody in a situation has a right to influence it. S[illegible]partnership, delegated power, and citizen control are all ways of "doing <u>with</u>" people; they are "degrees of citizen power."

The rural education program of the Northwest Regional Educational Laboratory has developed and tested a process to include these concepts. It includes the formation of a school/community group, which I have described, drawn from every facet of the community and the school. This group is involved in and receives skill training for problem-solving, communication, and decision making. Using these skills to plan, support, and evaluate school innovation, this group provides a basis of support that is effective and of long duration. For additional information, contact Rowan Stutz, Director, Rural Education Program, Northwest Regional Educational Laboratory, 710 SW 2nd Avenue, Portland, Oregon 97204. Phone: 248-6833.

BUILDING A COMMUNICATIONS CURRICULUM

Bob Griggs, Illinois Valley High School

Last year, like many other small districts in Oregon, we were faced with some difficult problems on how to realistically confront the new graduation requirements. Many of our problems were inherent to small school districts. We had limited funds, a small staff, limited materials, limited limits! Fortunately, we had strong administrative leadership and many creative people which enabled us to get a good start. Concisely, here is the way a small high school, four hundred students in grades 9-12, approached a 7-12 communications program.

We began with three generalizations:

- Many students who reach the seventh grade still need specific skills development in reading, writing, listening, and speaking.

- Many students who reach high school experience difficulty in reading subject areas--mathematics, science, literature, social studies.

- All survival level performance indicators and course goals should be completed by the ninth grade.

The new graduation requirements call for three years of communication credit. Because we felt concern for the slower students, yet realized our obligations to the faster students, we set up our program so that both could function even with limited staffing.

Communications I is a basic skills class covering word attack skills, handwriting, using context clues, reading with comprehension, basic grammar, giving and taking oral directions. Communications II focuses on reading in subject areas and basic writing skills covering subject area reading, rate adjustment, survival level writing, reference skills, spelling skills, etc. Communications III concentrates on basic skills in five areas: reading, writing, listening, speaking, and analyzing. Communications IV, V, and VI are elective oriented. They are designed to meet specific needs.

The overall plan is as follows.

7th grade	Communications I
	Communications II (if pretest is passed)

8th grade	Communications I (if needed) Communications II Communications III (if pretest is passed)
9th grade	All of the above plus Communications IV
10th grade) 11th grade) 12th grade)	All of the above plus our elective program Some of our elective offerings are 9 weeks units in-- Mass Media (grade 10) Writing for Specific Purpose (grade 10) Themes and Concepts in Literature (grade 10) Understanding Literature (grade 10) Themes in U. S. Literature (grade 11) Writing for College (grade 12) Drama (grades 11, 12) Speaking Skills Debate (grades 11, 12) Creative Writing (grades 11, 12) Current Literature, Modern Novels (grades 11, 12)

MODEL CAREER EDUCATION SITE REPORTS

Amity School District #4-J, Yamhill County

Larry D. Martin, Career Education Director

Summaries of the presentations of the six representatives of Amity School District follow.

• Charles Wiltse--Amity is a small school district six miles south of McMinnville in a totally agricultural rural environment. There is a definite commitment by the community and school personnel to provide students a practical, realistic approach to education. This approach has as its base the concepts of career education. It takes time to develop

and implement these concepts, and much public relations work.

- Bill Buffum--An important aspect of any program is the use of advisory committees. If we in the school are to prepare youth for the working world, the community must tell us what must be taught in order that the student have a good foundation for working after high school. We must meet the needs of students in relation to the needs of the community.

- Ruth Wells--As an English teacher, the concept of career education was difficult for me to handle at first. Now, through career education, academic staff are exposed to the very real needs of our youth. We have developed a Vocational Cruise English that is related to our cluster programs in order to provide a practical base for teaching English. The aesthetic portion of English has not been eliminated, but is available for those students who desire such a course. We attempt to meet the needs of all youth.

- Pete Trott--The position of elementary principal provides me an opportunity to observe the early education of youth over an eight-year span. There is a change beginning to take place in our youth. There is a more enthusiastic approach to learning, even to learning the rather dry disciplines. I attribute this to the practical approach which career education has to students. Teachers also respond well because it makes sense to them, and in turn, students show an added incentive to learn.

- Pat Kizer--My responsibilities are with grades five and six in an open classroom setting. Career education has allowed me flexibility to demonstrate the useful applications of the subjects we teach in school. I can now expand that learning beyond the four walls of my classroom into the community, which ties the "why" of education into the total program.

- Larry Martin--In summarizing Amity School District's career education thrust, there are fourteen critical elements which belong in every career education program:

1. Commitment
2. Administration
3. In-Service
4. Advisory Committees
5. Assessment
6. Long Range Planning
7. Community Relations
8. Funding
9. Youth Organizations
10. Career Guidance
11. Work Experience
12. Individualized Instruction
13. Articulation
14. Interdisciplinary Approach

Each of these elements adds to the structure which compliments the

needs of students and community.

Amity welcomes visitations from schools and individuals at any time during the school year. We ask that you please call and make arrangements prior to a visit. The following aspects may be of interest to those considering a visit to our school:

Awareness -	Career Carrousel
	Open Classroom (grades 5 and 6)
	Resource Guide
Exploratory -	7th Grade Modified Self-Understanding
	8th Grade Economics in the World of Work
	8th Grade Occupational Versatility
	9th Grade Vocational Cruise English
	9th Grade Vocational Cruise
	10th Grade Pre-cluster Programs
Preparation -	Business
	Agriculture
	Home Economics
	Construction
	Diversified Occupations
	Graphics
	Work Experience
All Programs -	Advisory Committees
	Curriculum Guides

* * * * *

Condon School District #25, Gilliam County

Arnim Freeman, Gilliam County IED

District Philosophy of Career Education

We believe and support the following statements about career education:

1. Career education is becoming aware of career possibilities available to the individual and gaining insight into how his potential and interests may be used for a successful career.

2. Career education assists the individual in developing his role in

society according to his potential.

3. Career education is a process whereby the individual prepares for and enters the world of work. This may be attained through communication, awareness, exploration, experience and training.

4. The individual should obtain an understanding of the relationship of self to job opportunities (interest, abilities, and aptitudes).

5. The school is responsible for helping the student become aware of his needs through involvement.

6. By the process of inquiry, selection and participation a student will become knowledgeable and involved in the world of work and his opportunities within it.

Career Education Program Goals

To design a program that will enable the student, through awareness, exploration, and preparation, to become equipped for future careers.

1. To strengthen the guidance and counseling system for career needs, K-12, in which the entire staff, parents, and students are involved.

2. To strengthen the six life-roles, K-12.

3. To make the student aware of the decision making process and his part in it.

4. To involve total staff, community, parents, and students in the implementation and assessment process.

5. To develop a career awareness program.

6. To develop a career exploration program.

7. To develop a career preparation program.

8. To develop a career specialization program.

Career Education Administrative Goals

1. To provide for staff and student needs in the areas of materials, equipment, and facilities.

2. To provide for teacher visitations to investigate innovative ideas in other schools and industry.

3. In cooperation with the staff, to devise a plan for assessment of competencies needed by the staff for the fulfillment of the program and course goals.

4. In cooperation with the staff, to devise a plan to inventory staff competencies as they presently exist.

5. To provide the necessary staff in-service to improve the identified competencies.

6. In cooperation with the staff, to devise a plan of guidance that will:

   a. Diagnose student strengths
   b. Prescribe curriculum that will meet student needs

Plan for Implementation of Career Education Program

GRADES 9 - 12

1.0 To strengthen the guidance and counseling system for career needs, K-12, in which the entire staff, parents and students are involved.

   1.1. System of staff assignment of students for guidance
   1.2. Career information system in a central location
   1.3. Career education advisory committee for surveying career information and feedback
   1.4. Provide full-time counseling service
   1.5. Career information feedback system to community
   1.6. System of diagnosis and prescription

2.0 To strengthen the 6 life roles

   2.1. Increase staff cooperation
   2.2. Look at curriculum to see how you may adapt some ideas

3.0 To develop awareness of decision making process

   The student will be given decision choices at appropriate times and a chance to register for courses which fit his needs

4.0 To promote involvement

4.1. Follow-up system of students
4.2. Compile list of resource people

5.0 To develop exploration and preparation program

5.1. Distributive Occupations--work experience
5.2. Evaluation

6.0 To develop career specialization

Dissemination of information to students

Goals for Each Grade Level (to be printed this fall)

Implementation Progress

- The elementary school is integrating career information into the classrooms through use of--

1. D. U. S. O. Program
2. Career search materials available in kits for classroom use
3. Community resource people

- The high school is implementing career education by--

1. Career planning required for all freshmen. (9 weeks) The D. O. T., career information files, interviews, and post high school education and training information are all used.

2. A counselor available two and one-half days per week for group and individual counseling

3. Tentative career decisions at the sophomore level through (1) individual counseling and (2) student completion of 3/4 credit in career education through classroom work and/or work experience

4. A work-experience program consisting of--

Work Exploration - 1 student
Work Release - 2 students 23% of junior and senior class
Work Experience - 8 students

- Teacher on-site visitations are encouraged each year.

- Career education is emphasized during teacher in-service.

- Career education areas in high school are--

  1. Business Education/Stenographic and Clerical Clusters
  2. Home Economics
  3. Woodshop
  4. Vocational Agriculture (New shop facilities this fall)

- Testing includes use of--

  1. S. R. A. Achievement Tests
  2. Iowa Test of Educational Development
  3. General Aptitude Test Battery
  4. Armed Services Vocational Aptitude Battery
  5. Kuder Interest Tests (Forms E & DD)

APPENDIX

Summer Institute Consultants
(Resource People)

ADMINISTRATION

Dr. Don DeLay, School of Education, University of San Francisco, San Francisco, California 94117

Dr. Forrest Gathercoal, School of Education, Oregon State University, Corvallis, Oregon 97331

Lee Green, Northwest Regional Educational Laboratory, 710 SW Second Street, Portland, Oregon 97202

Dale Harp, Principal, Campus Elementary School, Oregon College of Education, Monmouth, Oregon 97361

Bob King, Superintendent, Meeker School District, Box 159, Meeker, Colorado 81461

Ozzie Rose, Executive Secretary, Confederation of Oregon School Administrators, PO Box 3405, Salem, Oregon 97302

CAREER EDUCATION

Sam Banner, Regional Career Coordinator, Malheur IED, PO Box 156, Vale, Oregon 97918

Rick Grimes, Ron Larson, and Chris Petrusich, Springfield School District, 525 Mill Street, Springfield, Oregon 97477

Pat Kizer and Larry Martin, Amity School District, PO Box 138, Amity, Oregon 97101

Herb Nicholson, 1020 SW E Avenue, Corvallis, Oregon 97330

COMMUNICATIONS

Bob Griggs, Vice Principal, Illinois Valley High School, Cave Junction, Oregon 97523

EARLY CHILDHOOD EDUCATION

Thelma Brockmann and Sybil Matye, Prescr'ptive Education Project, Rose City Elementary School, 2334 NE 57th Avenue, Portland, Oregon 97213

Judy Brown, Alphaphonics, PO Box 2024, San Mateo, California 94401

Katie Christiansen, Grass Valley Elementary School, Grass Valley, Oregon 97029

Betty Ellis, Early-In Program, Union IED, 1605 Adams Avenue, LaGrande, Oregon 97850

Ray Nickerson, Counselor, North Marion School District, Route 3, Box 3000, Aurora, Oregon 97002

ELEMENTARY

Opal Griffith, Manzanita Elementary School, 310 San Francisco Street, Grants Pass, Oregon 97526

GRADUATION REQUIREMENTS

Jack Knapp, Albany Union High District, 2310 S. Elm Street, Albany, Oregon 97321

Harold "Skip" Mason, Director of Teacher Education, Oregon College of Education, Monmouth, Oregon 97361

Nick Mausen, Principal, Mapleton High School, Box 127, Mapleton, Oregon 97453

Jean Pope, Executive Secretary, Jackson County Graduation Requirements Project, Central Point Elementary School, 450 S. Fourth Street, Central Point, Oregon 97501

Jim Swanson, Specialist in Testing, Lane IED, 748 Pearl Street, Eugene, Oregon 97401

LEARNING CENTERS

Janet Perkins and Rosa Robertson, Campus Elementary School, Oregon College of Education, Monmouth, Oregon 97361

LEARNING DISABILITIES

Dr. Jim McLeod, ELP Teacher, Thurston Junior High School, Springfield, Oregon 97477

Dr. Thomas Rowland, Director, Educational Evaluation Center, Oregon College of Education, Monmouth, Oregon 97361

MEDIA

George Bynon, Willamette University, 900 State Street, Salem, Oregon 97301

OREGON DEPARTMENT OF EDUCATION

Verne A. Duncan, Howard Brock, Don Fineran, Dr. Don Kipp, Bus Nance, Ed Sanford, Jean Spaulding, Ray Thiess, Guy Waldroop

READING

Dr. Ethna R. Reid, Director, Exemplary Center for Reading Instruction, 4905 South 4300 West, Salt Lake City, Utah 84118

SOCIAL STUDIES

Penny Dolan, School of Education, University of Oregon, Eugene, Oregon 97403

Oregon Small Schools Association Member Districts

Alsea
Amity
Ash Valley
Baker IED
Baker 30J (Unity)

Bandon
Bonanza
Camas Valley
Cascade Locks
Chiloquin

Clackamas IED
Colton
Condon
Corbett
Crane

Culver
Days Creek
Dayton
Dayville
Detroit

Douglas IED
Dufur
Elgin
Falls City
Fossil

Gilchrist
Gilliam IED
Glendale
Harrisburg
Helix

Heppner
Huntington
Ione
Jefferson
Jewell

Lost River
Lowell
MacLaren
Mapleton
Marcola

Maupin Elementary
McKenzie
Mill City
Mitchell
Monroe Elementary

Monroe Union High
Monument
Moro
Mt. Angel
Mt. Angel Prep. School

Mt. Vernon
Oak Grove
Oregon State Correctional Institution
Oregon State School for the Deaf
Paisley

Perrydale
Petersburg
Pine Eagle
Powers
Prairie City

Prospect
Riddle
Riverside
Rufus
Sacred Heart Academy

Scio
Sheridan
Sherman Union High
Siletz
Spray

Stanfield
Triangle Lake
Umapine
Umatilla
Union

Valsetz
Vernonia
Waldport
Warrenton-Hammond
Wasco

Wasco IED
Western Mennonite
Willamina
Yamhill IED

Institute Participants By District

AMITY
- Barbara Hoover
- Joyce Smith

BANDON
- Peggie Briggs
- Linda Griffis
- Emma Sorenson

BONANZA
- Don Crawford

COLTON
- Susan Argabright
- Dolores Barger
- Kathleen Bennett
- Marie Ellis
- Mary Lou McGladrey
- Dorothy O'Dell
- Barbara Reed
- Judi Riopelle

CONDON
- Shirley Alford
- Arnim Freeman
- Karen Gronquist
- Harry Hartley
- Sue Heidinger
- Barbara Humphrey
- Jeanette Pedersen
- Martie McQuain
- Gary Miller
- Walter Miller
- Bernice Struckmeier
- Ferman Warnock

CRANE
- Maurice Thorne
- James Wiley

DAYS CREEK
- John Barry
- Duane Cummings
- R. E. Holcomb
- Carol Mehling
- Norma Werner

DAYTON
- Alice Campbell
- Bob Dittmer
- Francis Dummer
- Frank Ellis
- Wayne Herring
- Carol Irving
- Jerry Larkin
- Richard Loy
- Bernice Payne
- Sybil Seward

DETROIT
- Bill Hill
- Elaine Hopson
- Joyce Reinke

DUFUR
- Evan Ellis

ELGIN
- Robert C. Downing
- Shirley R. Downing
- Vern Hargett
- Barbara Plass

FALLS CITY
- Frank Barnett
- June Bienz
- Betsy Hill

FOSSIL
Connie Spivey

HARRISBURG
Frances Aune
Marilyn Sue Bailey
Neva Huff
Clari McDermott
Pat McDole
Jerry McKibben
Mildred Olson
Donna Pluth
Thomas Pluth
Gary Scott
Diane Wenger

HELIX
Terry Ellis
Stan Flerchinger
Kathleen White

HEPPNER
Kathryn Andersen
Michael Andersen
Karen Dubuque
Pat Edmundson
Mildred Hanna
Virginia Liebertz
Judy Nichols

IONE
Gail Herrmann

JEFFERSON
Lynne Davidson
Joan Gillett
Deloris Hovelsrud
Barbara Moore
Susan Olson
Maurice Paul
Lyle Rilling
Roseanne Toney

LOWELL
Myrna Brown
Jake Fallesen
Geri Gernhardt
Ruth Luck
Leona Mann
Gail Waggoner

MacLAREN
James Richard

MAPLETON
Kay Anderson
Margaret Campbell
Nick Mausen

MARCOLA
Barbara Locke
Harold Locke
Myrtle Sagen
Vicki Stuber
Gretchen Todd

McKENZIE
Susan Tower
Billie Wernette

MILL CITY
Rodney McClellan

MITCHELL
Virginia Humphreys
Glenn Scofield

MORO
Ardeth Woods

OAK GROVE
Leslie Hogan
Kay Howard
Martha Kahle
Melissa Solitt
John Spriggs

OREGON STATE CORRECTIONAL INSTITUTION
Jake Hurlbert

OREGON STATE SCHOOL FOR THE DEAF
Paula Bloker
Loretta Diarmit
Sue Fuhrman
Edna Mae Harmon
Susan Rytel
Osie Van Santen

PAISLEY
Doris Aikins
Ila Jean Branum
Teressa Foster
Buck Garritson
Nell Garritson
Cleo Goodman
Maitland Goodman
Warren Hadley
Larry McAlister
Maureen McElligott

PETERSBURG
Lavilla Morrison

PINE EAGLE
George Fenton, Jr.

PRAIRIE CITY
Elizabeth Hoffman
Bob Periman

RIDDLE
Esther Leard
Gloria Priem
Carol Vergeer

RIVERSIDE
Connie Clough
Kevan Pratt
Edith Partlow

RUFUS
Donna Coats
Elisabeth Dallman
Sharon Lee
Douglas Mahurin
Edythe Moreau

SCIO
Sam Pambrun

SHERIDAN
Margaret Melonuk

SILETZ
Carolyn Brown
Marla Enos
Dick Hazel
Janell Smud

SPRAY
Herschel Dean McGuire

TRIANGLE LAKE
Sam Gordon
Carol Handy
Mary Harpole
George Lewis

VALSETZ
Gene Thompson

VERNONIA
Gary Curtis
Lucille Green
Ginger Johns
Jim Johns
Colleen O'Neil
Marcie Sanderman
Clarice Schorzman

WALDPORT
Helen Crowley
Tom Kuehlwin
Jannette Macpherson
Cheryl Stobie

WARRENTON
Judy Bigby
Marie Cutlip
Merilyn Dunn
Ann Gramson
Ruth Huckaby
Fern Lee Johnson
John Nemnich
Carlotta Strandberg

WASCO
Ruby Godwin
Beth Hill
Kathleen Marx
Nell Melzer

WILLAMINA
Alice Harris

YAMHILL IED
Gail Nemmenga

Non-Member Schools' Institute Participants By District

CARLTON
Alta Fosback

COLUMBIA CHRISTIAN
Nona Harper

CROW-APPLEGATE
Allen Morris

FIR GROVE
Ralph Younce

GRASS VALLEY
Marlene Olsen

KLAMATH COUNTY, BRIXNER JUNIOR HIGH SCHOOL
Patricia Erbes

LANE IED
Ron Munkres

ST. JOSEPH'S ELEMENTARY SCHOOL
Pat Haymaker

McMINNVILLE
Evelyn Johnson

TENNESSEE
Edith Hull

OREGON STATE UNIVERSITY
Jim Gordon

1975 SUMMER INSTITUTE EVALUATION SUMMARY

191 Participants. 131 Evaluations Returned.

1. I am: 8 an administrator; 85 an elementary teacher; 25 a secondary teacher; 13 other.

2. To what degree was pre-conference information adequate?
   23 Superior; 83 Adequate; 17 Needs Improvement
   8 No Rating

3. How do you rate the summer institute, in general?
   26 Outstanding; 3 Very Good; 86 Good; 12 Mediocre
   2 Poor; 2 No Rating

4. What did you like best about the institute?

   Dr. Ethna Reid (46)
   Dr. Don DeLay (19)
   Variety of topics presented (13)
   Food (13)
   Manzanita/Merlin Update (9)
   Individual Consultant Help (9)
   Learning Centers (9)
   Exchange of Ideas (9)
   Metric Lab (8)
   Chance to acquire materials (7)
   Freedom of choice (7)
   Dr. Gathercoal (6)
   Manzanita hand-outs (6)
   Interesting classes (4)
   Relaxed atmosphere (4)
   Freedom to do beneficial project (3)
   Bob King (3)
   Good organization (3)

4. What did you like best about the institute? (continued)

Good presentations (3)
Fellowship (3)
Lack of pressure (3)
Morning speakers (3)
Specific solutions related to individual needs (3)
Career Awareness (3)
Dale Harp (2)
Seeing people (2)
Helpful information (2)
Speakers (2)
Small sessions (2)
Housing (2)
Flexibility (2)
Friendly atmosphere (2)
Earning credit by contract (1)
Social arrangements (1)
Making materials for my own classroom (1)
Learned what I came to learn (1)
Expert opinions from outside own district (1)
Penny Dolan (1)
Receiving tapes ordered during workshop (1)
Career education assistance (1)
Dr. Rowland (1)
Picnic (1)
Friendly people (1)
Promptness of sessions (1)
Dr. DeLay's right approach to life (1)
Wednesday evening (1)
Experiencing civilization (1)
Books on Exhibit (1)
Miss Spaulding's session (1)
Golf (1)
Informality (1)
Night life (1)
Relaxation (1)
Helpful staff (1)
Winery tour (1)
Interaction (1)
Fresh point of view (1)
Exposure to new ideas and programs (1)

5. What did you dislike about the institute and how could it be corrected?

Scheduling conflicts of concurrent sessions I wanted to attend (13)
Many presenters were unprepared (11)
Morning sessions (9)
Learning centers needed to be organized differently (8)
More sessions with tangible things (4)
Commercial exhibitors that didn't show up (4)
Not enough variety for secondary (5)
Commuting (3)
Bad weather (3)
Not as good as last year (2)
Didn't dislike anything (2)
Boring speeches (2)
Need better descriptions of sessions (2)
Open dorms; would like keys (2)
Should have sections for vocational (1)
Nametags should include teaching assignment (1)
Superficial coverage in area I chose (1)

5. What did you dislike about the institute and how could it be corrected? (continued)

Poor attendance on Friday (1)
Being locked into a class (1)
The name of the workshop (1)
Classes too dispersed (1)
Sessions irrelevant to my needs (1)
Commercial displays lacked variety (1)
Not being able to sign off on contract as soon as completed (1)
Loud noise in dorms after 11 p.m. (1)
Lack of variety in types of sessions (1)
Could have had more pre-school (1)
Long coffee lines (1)
No one knew what was going on first day (1)
Blah beginning (1)
Not enough blankets (1)
Difficulty in deciding contract area (1)
Schedule. Wanted to attend meetings and have time to work on contract during day (1)
No nighttime social activities planned (1)
Prefer shorter afternoon sessions with no coffee breaks (1)

6. Please check the appropriate rating column for each session you attended, indicating its value to you:

	Session Attended	Value: Much	Some	Little	None
Keynote Session	104	37	39	13	
Daily Opening Sessions:					
Legal Survival Skills	109	63	39	5	1
Preventing Reading Failure	114	90	19	5	
Distractive Child	105	5	24	48	27
Constructive Rebellion	85	63	11	2	1
Evening Seminars:					
New Legislation	21	13	7	1	
Colton Health & PE	11		6	4	1
Community Support	23	10	5	4	4
Sheridan TV Media	8	3	3	2	
Concurrent Sessions:					
Budgeting & Accounting	6	4		2	
Career Awareness	30	13	12	3	2
Career Education	16	8	4	3	1
Communications	13	4	9		
Early Childhood Educ.	30	10	12	7	
Graduation Requirements	20	9	6	2	1

6. Please check the appropriate rating column for each session you attended, indicating its value to you: (continued)

	Session Attended	Value: Much	Some	Little	None
Concurrent Sessions (cont'd)					
Learning Centers	77	31	31	11	4
Learning Problems	42	10	20	8	3
Metric Lab	34	30	4		
Minimum Standards	16	3	12	1	
Reading	83	68	12	1	
Social Studies	10	3	4	3	
Alphaphonics	34	12	18	3	1
Decision Making	17	11	4	1	
Law: Ignorance	30	26	2	1	
ODE Guides & Manuals	17	5	6	3	2
Model Career Ed. Sites	15	6	5	2	
Manzanita/Merlin Update	48	39	7	1	
Independent Study		16	6	1	
Work With Consultants		22	9	2	
Books On Exhibit		18	40	16	2
Commercial Exhibits & Presentations		8	27	18	3
Sharing Ideas With Others		63	17		
Social Arrangements		41	19	1	

7. Please rank the listed activities in the order of your preference for Oregon Small Schools Association sponsorship:

Summer institute: 1st 107; 2nd 9; 3rd 1; 4th 1
Regional meetings, general interest: 1st 1; 2nd 19; 3rd 43; 4th 21; 5th 1
Regional subject matter meetings: 1st 6; 2nd 50; 3rd 27; 4th 5
Statewide subject matter meetings: 1st 5; 2nd 14; 3rd 19; 4th 47
Regional workshops and updates on things from summer institute: 2nd 1
Small workshops with knowledgeable people: 2nd 1

8. Did your district pay all, part, or none of your expenses for this institute?

All 63; Part 47; None 15; Will reimburse if funds left 2; No answer 4